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ABSTRACT

This report provides a summary of findings from research into work-related education and training undertaken over the last five years by organizations then called the Further Education Development Agency (FEDA) and Quality and Performance Improvement Dissemination (QPID) Unit of the Department for Education and Employment. Cross-references to relevant material are included in the individual topic-related sections. After an introduction, Section 2 lists overarching messages and provides a summary of key findings and their implications for post-16 learning. Sections 3-13 report findings for specific aspects of post-16 learning. Each section includes keywords; summary of key messages from FEDA/QPID research; and further details of the key FEDA/QPID research findings. The 11 aspects of post-16 learning considered are the learner and learning experience; learning facilitators (teacher/trainer/assessor/mentor); teaching and learning methods; the content of learning programs; assessment and qualifications; quality and inspection; barriers to participation; equal opportunities; learners, learning, and the labor market; policy/program development; and operational management. Appendixes include annotated bibliographies of 78 topic-related FEDA and 60 topic-related QPID materials; a 230-item bibliography of further QPID information; and a glossary. The annotated bibliography entries include audience, purpose, and which topic(s) are addressed. (YLB)

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Mapping research into the delivery of work-based learning

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Mapping research into the delivery of work-based learning

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Foreword

The creation of the Learning and Skills Council (LSC) has provided an opportunity to modernise and simplify the system of post-16 education and training in England. In addition to the benefits this will bring in terms of greater coherence in planning and funding, there is the prospect of securing a more focused effort to improve work-based learning.

Under the previous arrangements for post-16 education and training, two separate bodies were responsible for research and development of work-based learning. The Further Education Development Agency (FEDA) played an important role in the development of policy and good practice throughout the FE sector, including its work with partners via business and industry. The Quality and Performance Improvement Dissemination Unit (QPID) of the Department for Education and Employment (now the Department for Education and Skills), similarly undertook a wide range of studies of the delivery of the Department's programmes for work-based training. It produced a series of good practice guides aimed at improving quality in these programmes.

The work of QPID is now being undertaken by the LSC and FEDA has become the Learning and Skills Development Agency (LSDA) with a broader remit that encompasses the entire post-16 sector. LSDA will be a key partner with the LSC and DfES in identifying and disseminating good practice in the new era.

However, in developing the new system it is essential to build on the good practice that existed in the sectors brought together under the LSC. This report provides a digest of findings drawn from the work of FEDA and QPID over the five years prior to the inception of the LSC. It has been prepared to assist the LSC and its partners in the development of new programmes and practices that aim to promote work-based learning.

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Context

The Further Education Development Agency (FEDA) became the Learning and Skills Development Agency (LSDA) from December 2000, with a new remit to include research and development into work based learning.

Following the 2001 General Election, two new government departments were created encompassing the work of the former Department for Education and Employment. The work referred to in this report now, largely, falls under the remit of the new

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Department for Education and Skills (DfES) although many aspects will be of relevance to the new Department for Work and Pensions (DWP).

Introduction

This report provides a summary of findings from research into work-related education and training undertaken over the last five years by the-then Further Education Development Agency (FEDA) and the Quality and Performance Improvement Dissemination (QPID) Unit of the Department for Education and Employment (DfEE). The findings may prove useful in the development of new policy and practice. This report is likely to be of interest to the Learning and Skills Council (LSC), the Adult Learning Inspectorate (ALI), the Office for Standards in Education (OFSTED), the Department for Education and Skills (DfES), the Department for Work and Pensions (DWP) and learning providers. The advent of the LSC and the developing relationship between OfSTED and the ALI mean that from April 2001 common and coherent funding, quality assurance, continuous improvement and inspections systems will be applied throughout post-16 learning.

Background

Although FEDA and QPID both researched aspects of post-16 education and training, there were important differences in each body's focus and approach.

FEDA's remit was to undertake curriculum research and development, and support quality improvement in the FE phase. Its focus was therefore learners in a wide range of learning contexts, but its main audience was managers and practitioners in FE colleges, and in organisations that worked alongside colleges, in the transition between one learning context and another. Many of FEDA's outputs were thus aimed at FE college staff, but included advice and recommendations for people working in schools (pre and post 16), LEAs, higher education institutions (HEIs), training and enterprise councils (TECs), adult, community, voluntary and employment sector providers. Partnership and collaborative working was a major theme in many projects and development activities. FEDA was also responsible for large development programmes that supported government initiatives, such as curriculum reform through GNVQ.

FEDA's outputs included:

- research reports
- good practice guides and manuals
- information packs.

FEDA managed and delivered development, training and support through:

- seminars and conferences
- accredited and non-accredited training programmes
- telephone helplines
- customised training and consultancy.

FEDA also provided advice on policy development and its implementation, and the Learning and Skills Development Agency's new remit reinforces this function.

The FEDA work included in this report has been selected because it has both general implications for effective learning, and specific advice on vocational education and training (VET).

QPID's remit was to investigate the ways in which work-based DfEE-funded or sponsored training and enterprise activity was being delivered by work-based, training providers. QPID studies and good practice guides typically investigated the way in which a particular policy or initiative was working through the DfEE, GO (government office for the regions), TEC/Chambers of Commerce, Training and Enterprise (CCTE), referral/support agency, and provider chain.

QPID's focus was usually at the level of the local TEC, so studies did not generally consider providers' training practices or trainee opinion in depth. The main customers for QPID publications were policy and operational teams within the DfEE, Skills and Enterprise Directorates in government offices, TECs, and other national and local partners. In response to developments in post-16 provision, a more direct link with training providers was reflected in some of the recent reports and guides.

The research studies aimed to explore different approaches to delivery, identify barriers to effectiveness, and document good practice, while at the same time suggesting ways to address poor practice. Good practice guides concentrated on the identification and sharing of good practice.

QPID employed a 'top-down' approach, researching how the particular policy or initiative was expected to work before doing fieldwork to identify how it actually worked. This research provided an information base from which key messages and conclusions could be derived. Care was taken to ensure that effective links were maintained between individual studies and guides and related aspects of the Department's wider research programme.

Scope

This report covers the overarching messages arising from FEDA and QPID research into the delivery of work-based learning since the mid-1990s. More detailed information is available within the individual research reports. Where appropriate, cross-references to relevant material are included within the individual topic-related sections. The report also identify some gaps in existing knowledge – something that will be further developed by LSDA under its new remit.

The report provides:

- an overview of main messages and their implications for post-16 learning
- sections that report findings for specific aspects of post-16 learning. These include:
  - a summary of key messages from the FEDA/QPID research
  - further details of FEDA's and QPID's research findings

- a detailed bibliography of the FEDA and QPID research covered by this project

- a glossary of the terms and abbreviations used in summarising the FEDA/QPID material.

Topics

The specific aspects of post-16 learning considered here are:

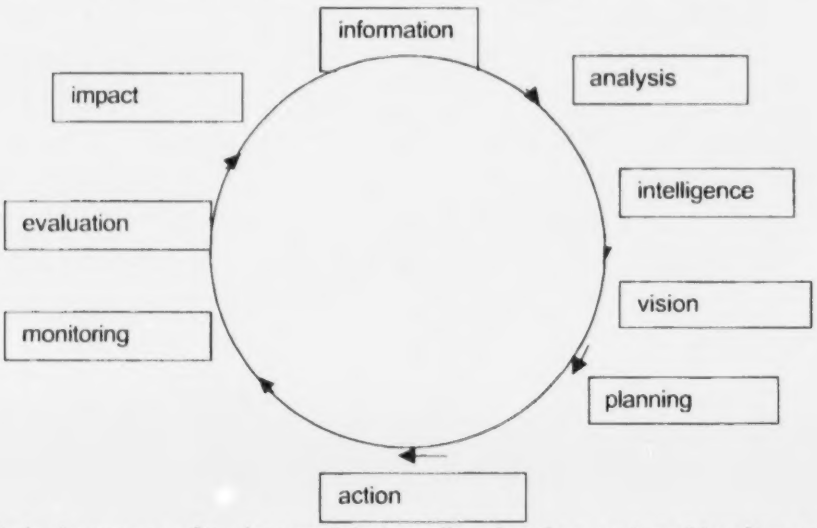
A: The learner and the learning experience
B: Learning facilitators: teacher/trainer/assessor/mentor
C: Teaching and learning methods
D: The content of learning programmes
E: Assessment and qualifications
F: Quality and inspection
G: Barriers to participation
H: Equal opportunities
I: Learners, learning and the labour market
J1: Policy/programme development
J2: Operational management

Although the authors have attempted to ensure that the most relevant messages are highlighted, they are drawn from interpretation of a wealth of primary research. Readers are strongly advised to use this report as a starting point, and to refer to the details contained in the specific research reports as appropriate.

Summary of key findings and their implications

Overarching messages

- Significant improvement can often result from taking forward lessons that repeatedly emerge from previous initiatives.
- Recommendations for action should be followed up to ensure that they are implemented. Effective monitoring, self-assessment, provider review and inspection have key roles to play in this and in raising standards.
- Cooperation and coordination may result in significant transformation of practice, often with fewer resources and in a shorter time, but this needs to be facilitated, supported and managed.
- Good communication is a key to success. However, the messages, the audience and the methods should be carefully considered to effect maximum change and improvement.
- All those involved in supporting and delivering post-16 learning should be aware of the overall impact of their collective activities and consider the development of common or compatible working practices.
- The quality of provision should be as important as the achievement of outputs.
- A virtuous circle emerges from the review of research, as follows:



This circle is, however, often incomplete in policy development and implementation.

- Senior management commitment is vital to the success of change programmes. Managers must champion activity to improve practice, to challenge and help overcome barriers to change and to check the progress of developments.

- Change programmes may not always succeed, despite the best efforts and intentions of those involved. Risks may need to be taken; failure, as well as success, can be well managed.

- People's capacity to change is not unlimited. New systems and practices should be kept as simple as possible and incremental change, which builds on existing practice, may be more easily achieved.

- Policy-makers should be aware of the possible unintended consequences of new demands. An emphasis solely on qualification outputs, for example, may limit aspirations to what is easily achievable.

A The learner and the learning experience

Keywords : motivation, engagement, prior experience, learning styles, learner support, outreach, entry routes, retention, attainment, progression, achievement, advice and guidance

Findings

- Students and trainees enter work-based learning with a variety of motives and are often uncertain about their abilities.

- Poorly motivated and dissatisfied learners are the least likely to complete their learning programme.

- For all learners, accessible, tailored support helps to improve motivation and promotes success.

- Competition for young people between the different post-16 routes may hinder the identification of the most appropriate option for the individual learner. Securing this is important for all learners, and particularly for clients who are hard to engage.

- Retention is a policy priority across FE and work-based learning. Research findings confirm that:
  - drop-out has many causes and is complex
  - experience on entry makes a lasting impression
  - ongoing support for the learner is vital, with early intervention for those most at risk
  - good initial assessment supports retention (see Topic E for FEDA material)
  - employer involvement requires careful integration (see Topic J for QPID information).

- Achievement measured solely by the award of qualifications may be detrimental to the success of some individuals and communities.

Regular measurement of learner satisfaction is an important diagnostic tool.

Implications

- High-quality support for learners is required at all stages of the learning programme.
- Care and attention to securing a 'best fit' between learners' aspirations and their choice of learning programmes is essential. To achieve this, coordination and communication between providers of guidance and providers of learning programmes need to be improved.
- Interventions to remedy previous poor experience of learning and encourage a positive attitude to learning are required.
- Learners' opinions should be sought on a regular basis, and action taken to improve the service as a result of learners' views.
- The LSC needs to ensure that competition between providers leads to a raising of standards rather than a distracting chase for maximum throughput and income.
- The learning process should 'place the learner at the heart of the system', recognising that each learner has their own characteristics and needs that can best be met by ensuring sufficiently flexible systems and support available throughout and beyond the learning process.

B Learning facilitators: teacher/trainer/assessor/mentor

Keywords: initial training, staff development

Findings

- All those involved in work-based learning, including FE staff and other off-the-job trainers, tutors, assessors, mentors and workplace supervisors, need appropriate training and support.
- The quality of the training and support providers receive largely determines the quality of their subsequent provision.
- Practical contact and cooperative activity between teachers/trainers and employers benefits all parties.

Implications

- There is an urgent need for a systematic programme of training and upskilling for all staff involved in the learning process. The LSC should consider the establishment of a central resource for this, and provide guidelines for the staff development of all staff in the learning and skills sector.

- Support for significant changes in organisations, curriculum or qualifications should be available across the whole learning and skills sector.

C Teaching and learning methods

Keywords: ICT, pedagogy, enrichment, project learning, learner support, on- and off-the-job balance, coaching, practice, example

Findings

- Cultural and institutional norms largely determine the pattern of delivery within specific industrial sectors, in particular the balance, timing and combination of on- and off-the-job learning.
- The changing mix of learning contexts means that teachers, trainers, tutors, etc need to be innovative, adopting teaching and training strategies appropriate to the situation and the learning preferences of individuals.
- All learners benefit from appropriate support, particularly early in their training programme.

Implications

- Teachers and trainers need to be more aware of a range of teaching and learning methods and their likely applications. They need training and support to select the most appropriate teaching and learning methods to match individuals' learning needs.
- Models demonstrating effective integration of on- and off-the-job learning are required.

D The contents of learning programmes

Keywords: developing learning programmes, curriculum frameworks, key skills, basic skills, life skills, National Training Organisation (NTO now replaced by Sector Skills Councils) frameworks, individual training or development plans

Findings

- There is still much work to do to market Key Skills to employers and others, and develop Key Skills delivery methods and contexts.
- Life Skills provision is not routinely available.
- In pre-16 vocational courses, careful planning is needed to match the needs of learners with the capacity of the provider.

- GNVQs (now GCSEs in vocational subjects and vocational A-levels) could be linked more closely to industry needs and guidance is available to help this.
- Individual training plans are key instruments in promoting retention but there is still a lack of clarity about their purpose and design.
- There is a strong link between retention and innovation in the curriculum.

Implications

- There are still concerns about the relevance of Key Skills to all learners. Examples of ways of demonstrating their relevance and delivering them effectively are required.
- The framework of learning programmes on offer needs to be more flexible, so that individual programmes may be tailored to meet learners' and employers' needs.

E Assessment and qualifications

Keywords: NVQ, GNVQ, non-accredited programmes, acccreditation of prior learning (APL), initial assessment

Findings

- Effective initial assessment can support retention and achievement when learners are placed on the right programme and support needs are identified, but its purpose and conduct are often variable in practice. The scope, reliability, validity, fairness, acceptability and practicability of initial assessment instruments need further development.
- There are many benefits from a credit-based qualification system.
- Accreditation of prior learning (APL) is seen as costly and time-consuming by providers. Perhaps as a result, it is rarely used in practice.
- Most workplace assessment is undertaken by peripatetic assessors. Workplace supervisors rarely perform this assessment.

Implications

- Initial assessment of learners should be routinely undertaken using a robust instrument appropriate to the purpose of the process.
- Consistency in assessment practice needs to be secured to ensure rigour and compatibility across the learning and skills sector.

- Greater clarity in describing learning outcomes would simplify both initial assessment and assessment for accreditation.

- The relative merits of in-house versus contracted-out assessment systems need to be investigated further.

F Quality and inspection[12]

Keywords: inspection frameworks, self-assessment, health and safety, quality systems, financial monitoring

Findings

- Low levels of funding and a focus solely on numerical targets can adversely affect the quality of learning (but see J: Policy and programme design for the positive effects of clear targets).

- The Business Excellence model proved valuable in TEC licensing of providers, increasing the emphasis on continuous improvement and providing an effective framework for driving change. Similarly the FEFC Inspection Framework proved to be a sound basis for self-assessment in colleges.

- There is a need for consistency of quality criteria across pre- and post-16 vocational provision.

- In recognition of learning that is not course based, inspection regimes should also place emphasis on the role of governance; staff development; widening participation; supporting small community-based providers; collaboration between providers.

Implications

- Support is needed to develop a critical, self-improving culture across the learning and skills sector. Cross-fertilisation of ideas from different types of providers may be an effective way of developing practice. However, a 'one size fits all' approach should be avoided. Consistency of approach and flexibility of practice are needed to take account of the differing circumstances of large and small organisations, and different types of learning contexts.

G Barriers to participation

Keywords: transport, childcare, learner finance, guidance, negative attitudes

Findings

- Practical barriers to learning include:

  - the cost of transport, particularly in rural areas, and related problems of access in cities
  - childcare costs
  - selective recruitment by TECs, providers and employers through pressures of funding, performance comparisons and targets
  - competition from highly paid, unskilled jobs including seasonal work
  - low training allowances for non-employed status trainees
  - the image of certain colleges and training providers.

Implications

- The LSC should encourage, enable and, where applicable, require multi-agency cooperation and planning to ensure accessibility of learning for all.

- The LSC should work with all relevant agencies in a sustained attempt to change attitudes; encouraging, for example, learning combined with employment even for seasonal workers.

H Equal opportunities

Keywords: ethnicity, age, gender, class, disability, social exclusion

Findings

- All providers are required to have and apply an equal opportunities policy.

- In Modern Apprenticeships there is some evidence of gender stereotyping and under-representation of ethnic minorities and people with disabilities and in FE under-representation of people with mental health problems. More research is required into whether FE students experience discrimination because of ethnicity.

- Social exclusion is increasingly recognised as a source of discrimination although measures of deprivation are not precise or agreed.

- Age is also seen as a source of discrimination.

- Attitudes and stereotyping are fixed by Year 11, when career decisions are likely to have been made. Culture, tradition and prevailing attitudes are important factors and heavily ingrained. Breaking down these barriers requires a multi-departmental approach and intervention by Careers Services into schools much earlier.

- Employer resistance is a major barrier to participation by disadvantaged learners and TECs found it difficult to influence employers. (See also Topic J FEDA material.)

- Although much research into disability has been done, more research into other aspects of discrimination is needed in relation to colleges.

Implications

- The LSC and related agencies should set clear expectations of providers and require action as well as policies.
- The LSC and relevant agencies should seek to identify and promote examples of actions having a clear and desirable impact.
- Multi-dimensional and multi-agency working should be encouraged. It should be consistent, effectively coordinated, apply common or agreed relative priorities, and be supported by monitoring and feedback procedures which help define future activities or challenge inaction.
- The LSC should work with other agencies to ensure there is an adequate flow of research into equal opportunities issues, particularly of age and gender.

I Learners, learning and the labour market

Keywords: role of employers, careers education, economic development, skill shortages, market relevance of provision

Findings

- The effectiveness of TEC/CCTEs in engaging employers in training programmes, in lifelong learning and through Investors in People is widely recognised and valued. However, more work is needed to engage employers, particularly small and medium-sized enterprises (SMEs), in training and education.
- Relevance to the labour market is important in retaining learners in further education and other non-employed training. Students and trainees who failed to perceive the relevance of their course or programme to work were in greater danger of dropping out. Well-organised work experience placements had a positive effect on achievement.
- For colleges, enhancing employability is a key concept; both developing the general skills and attributes that improve employability (eg key skills) and investing in programmes that match or even anticipate demand for skills.
- SMEs are particularly dependent on public sector support for economic and workforce development. For TECs and FE to make an effective contribution, they needed a clear purpose and strategy that included identifying their strengths, the contributions they could make and focusing training support on meeting business needs.

Implications

- The LSC should develop a thorough understanding of the post-16 learning 'marketplace' and of the priorities and perceptions of purchasers (both individual learners and employers) to enable appropriate provision to be purchased or developed.

- The LSC should use information intelligently, developing predictive tools and highlighting the implications for relevant stakeholders; 'persuasive communication' should be a key policy objective.

J1 Policy/programme design

Keywords: programme design, policy linkages, coherence, funding, priorities and targets, product marketing and promotion

Findings

- GOs, TECs and colleges highlight a policy conflict over the tension between planning and market mechanisms, both of which are present in central policy.

- There is often little coherence between related initiatives, between policy divisions and between government departments. Engaging practitioners in the design and development of initiatives from the start could identify and remove many policy anomalies.

- The benefits of clear priorities and demanding targets including national learning targets are well documented. Competing and conflicting targets can impede performance and little progress has been made on measuring value added or distance travelled in learning.

- Concerns about under-funding focus on special needs training, the practical management of partnership activity and the high transaction costs, together with an associated prospect of failure in bidding for funds.

- New and developing initiatives need effective marketing both at national level and through orchestrated local efforts by local partnerships.

Implications

- The LSC should actively mediate and promote coherence between potential policy conflicts in new programmes and initiatives.

- The LSC should consider how best to secure practitioner input into policy/operational design.

- The LSC and its partners should be prepared to take risks; the safest option is not necessarily the most productive.

- When considering various policy or operational options, all relevant issues should be factored in; for example, resource requirements should consider not just the scale of the development but also the competence/experience requirements of staff.

- The LSC and its partners should allow sufficient time for policies and/or operational procedures to bed down before reviewing and/or revising them.

J2 Operational management

Keywords: commitment, resources, contracting, GO/TEC/college management, monitoring review and evaluation, delivery partnerships, communications and networking across the supply chain

Findings

- In the early stages of a new programme or initiative, senior management commitment is essential to give it the priority and resources it needs.

- The virtuous cycle of commitment, planning, action and evaluation features across both sets of reports, with frequent reports of variable attention paid to monitoring, review and evaluation. Evaluation, in particular, is seen to be a weakness by many reports, with no real progress evident over time.

- The importance at all levels of active, well-managed and coordinated communications features frequently across all research, over the whole period of the study and at all levels. This points to a need to review and refresh the effectiveness of communications on a regular and frequent basis.

- Effective partnerships are essential to the smooth and efficient operation of most DfEE initiatives and programmes and generate significant benefits to partners. However, the time, cost and effort needed to establish and maintain effective partnerships should not be under-estimated. Some partnerships that were funded by TECs, may need financial support during the transition to the new post-16 arrangements

- Networking and sharing good practice are valuable activities generating significant performance benefits and cost savings but the processes often need stimulating and the accrued learning needs to be contextualised.

Implications

- The LSC should encourage a virtuous circle of research, planning, implementation and review. Effective management information systems need to be developed, reviewed and refined, and users of this information need support to use it effectively and consistently.

- Partnership arrangements should take account of both the cost and value of effective communication and coordination and should invest resources where appropriate to secure these.

Topics and related material

Topics

A: The learner and the learning experience
B: Learning facilitators: teacher/trainer/assessor/mentor
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Topic A: The learner and the learning experience

Keywords: motivation, engagement, prior experience, learning styles, outreach, entry routes, retention, attainment, progression

FEDA material

Summary

Understanding further education from the learner's perspective involves:
- measuring student satisfaction
- recognising student motivation
- ensuring appropriate support for learners
- dealing with disruptive behaviour.

Effective learning requires attention to all stages of the process from first contact to progression routes:
- effective entry routes into learning are crucial for some client groups
- measuring student satisfaction is a useful diagnostic tool
- retention is a policy priority in FE resulting in research and good practice guides
- achievement is seen as a key indicator of college success
- guidance and progression underpin a culture of lifelong learning
- employer involvement requires careful integration.

Measuring student satisfaction

It is important that colleges regularly survey student satisfaction levels and benchmark them against other colleges (Davies 1999b). Students expressing dissatisfaction are most likely to fail to complete the course and get the qualification (FEDA 1998). Survey research reports that relationships with other students and staff were the most popular aspects of college life. Least popular were timetabling and the social environment (Martinez and Munday 1998).

Recognising student motivation

Students come to FE with a variety of motives – all need to see FE as part of a wider process of taking control of their lives and securing personal and career development (Merrill 2000; Bloomer and Hodkinson 1999).

Ensuring appropriate support for learners

Colleges work hard at providing an 'accepting' culture that embraces student diversity (Bloomer and Hodkinson 1999). Many young people and adults approach further education unsure of their abilities as learners – the support colleges offer is vital (Merrill 2000). Students are more likely to take up learning support, which is integral to their programmes but specific to their needs. There are still students who would benefit but do not take it up (Green and Milbourne 1998).

Dealing with disruptive behaviour

Disruptive behaviour is defined as any behaviour that disrupts learning, threatens personal security or threatens the reputation of the college. Changes in programmes, procedures or staff can all lead to poor communication and disruptive behaviour (Mitchell *et al* 1998).

Effective entry routes into learning are crucial for some client groups

Induction needs to involve group forming, raising expectations, encouragement and producing early opportunities for success (Martinez 1997). The Gateway is integral to the design of New Deal and is a period of up to 16 weeks where the individual follows a development plan which may include: guidance, jobsearch skills, basic skills, specialist support with follow-up by a personal adviser (Kypri *et al* 1998). Strategies for targeting, recruitment, initial assessment and guidance are important in working with disaffected young people (Taylor 2000). People with mental health difficulties need particular support at the time of enrolment to match them to a suitable course and ensure they understand the demands of the course (Wertheimer 1997).

Measuring student satisfaction is a useful diagnostic tool

Student satisfaction should be regularly surveyed and benchmarked across colleges. Pockets of high satisfaction should be examined for good practice. Students are least satisfied with pre-enrolment, enrolment and induction and most satisfied with teaching, learner support and curriculum content (Davies 1999b).

Retention is a policy priority in FE resulting in research and good practice guides

In 1994, FEU concluded that, 'More work on retention is needed in colleges, supported by robust management information systems' (FEU 1994). This was followed in 1995, by 'further research on retention is required particularly for adult students'. What is known suggests that non-completion has many causes, is complex and context specific but that college strategies can improve completion

(Martinez 1995). Colleges need to take a strategic approach to retention, getting staff to collaborate in marshalling the appropriate information and undertaking analysis (Barwuah *et al* 1997). Eleven factors affecting drop-out were subsequently identified. They included students feeling they are on the wrong course; late application; difficulty in making friends; difficulty in settling in; less satisfied with the interest of the course, quality of teaching, timetable or support with progression.

Students usually drop out for a combination of reasons (Martinez and Munday 1998). Levels of satisfaction with timetabling, coursework schedules and financial support are linked to levels of retention (Davies 1999b). GNVQ retention levels give cause for concern although they do not differ greatly from other courses serving the same student group.

Centres vary in their effectiveness in supporting students to completion. A quarter of the learners who do not complete a course leave to take up a job (FEDA 1998). A drive for retention needs to be tempered with an understanding that students change and may appropriately decide to leave college before completing a qualification (Bloomer and Hodkinson 1999).

Students receiving learning support have better levels of retention and achievement (Green and Milbourne 1998). Student retention is directly linked to students' experience of their course and yet staff development is rarely linked to the explicit aim of improving retention (Martinez *et al* 1998).

College teams that improved retention rates saw quality systems as helping them improve their own performance. Less successful teams saw quality systems as an external system to be endured (Dixon and Walker 2000).

Achievement is seen as a key indicator of college success

Achievement has increased in importance as a goal of the education system. It is equated with the award of qualifications; a definition that can exclude the learning gains of some students and reinforce failure in socially deprived communities. Achievement rates in further education give some cause for concern although the reliability of ISR data is open to question (Martinez 1999). Raising achievement requires effective teaching, curriculum design and management implemented through strategies that are appropriate to the context in which the college, department and course operate. Use of 'value-added' measures has enhanced A-level performance but is hard to apply to vocational programmes (Martinez 2000). One college has got basic skills students to improve their 'learning to learn' skills by offering OCN accreditation to those who successfully use their 'plan, study and review' approach (Lawson 1999).

Guidance and progression underpin a culture of lifelong learning

Impartial guidance is vital in getting students onto the right course, smoothing progression between providers and making best use of resources (FEU 1994). GNVQ is successful in leading to student progression (FEDA 1998). Youth workers can play an important role in offering information, advice and guidance to college

students. However, they need to balance reacting to student 'crises' with more proactive project work (Hand and Wright 1997).

Employer involvement requires careful integration

A business case needs to be made for employer involvement. Different levels of involvement need to be offered. Sufficient resources need to be applied to managing the relationship between on- and off-the-job learning. This includes good preparation and matching of learner with placement. Sustaining the placement depends upon supporting the learning in the workplace, supporting the learner and integrating on- and off-the-job learning (Taylor 2001).

QPID information

Summary

- Learner attitudes and motivation have a big influence on retention and are heavily conditioned by past experience and environment.
- Even those with the lowest self-esteem can be helped.
- Potential problems should be identified at initial stages of training programmes, with support activity tailored to the needs of the individual quickly put in place
- Early leaving is often the result of a combination of factors
- Retention and positive training outcomes are strongly influenced by trainees' understanding, attitudes and motivation. These can be shaped by:
  - effective selection and recruitment processes including adequate information for trainees
  - a thorough initial assessment
  - appropriate support for trainees at all stages
  - frequent review particularly in the early stages of training
- Mainstream careers services to schools are widely variable.

Gaps

There is little research into the attitudes, aspirations and opinions of trainees although a number of reports include discussions with trainees as part of research on specific topics.

Learner attitudes and motivation have a big influence on retention and are heavily conditioned by past experience and environment

Reports point to learners' past experience and attitudes developed at home and school as the single strongest influence on early leaving from training programmes. 'When TEC, ES, provider and employer staff were asked what led to or caused an unsuccessful outcome, by far the most often response was the individual client themselves' (Report 72). Past experience is also reflected in trainees' perceptions

about the training offered. For example, 'key skills element [perceived as] irrelevant or too difficult' (Report 76), and 'those with poor academic records at school or who were training for jobs which were essentially practical in nature, tended to react more negatively [to external assessment in key skills]' (Report 89).

Even those with the lowest self-esteem can be helped

However, 'even those who entered with the lowest self-esteem, had the most negative attitude, unreasonably high expectations or aspirations or who faced the most limiting personal circumstances could be helped to such an extent that they were capable of obtaining a positive outcome' (Report 72). 'One TEC claimed 61% reduction in early leaving [from Youth Programmes] as a result of introducing comprehensive initial assessment procedures for disadvantaged and disaffected young people' (Report 76).
See also Topic G: Barriers to participation and Topic E: Assessment and qualifications.

Potential problems should be identified early

For trainees with a high probability of early leaving there is no substitute for early identification of the problems and a tailored approach to support. 'Initial assessment is crucial as it identifies individual needs and abilities, and strengths and weaknesses.' (Report 76). And factors determining an individual's likely failure to achieve include 'the quality of the initial identification and subsequent referral [and] the quality of the initial assessment' (Report 72). See also Topic E: Assessment and qualifications.

Tailor support activity to the individual

'The key seemed to be a recognition that TfW trainees often needed more than the training provision on offer to help them re-enter the labour market and that those might best be delivered via the relationship built up between trainee, provider and tutor' (Report 72). 'Different socially and economically excluded groups need different types of help to overcome the particular barriers they face to becoming part of mainstream society. Addressing the multiple types and causes of social exclusion, requires integrated, multifaceted solutions' (*Good practice guide* GPS/S1/1/98). See also Topic C: Teaching and learning methods.

Early leaving is often the result of a combination of factors

'There are many potential contributory factors to an unsuccessful outcome. Any one of them may be sufficient to affect an individual's likelihood of achieving a payable outcome; however it is likely that several different factors will ... influence ... [the] eventual outcome' (Report 72). 'Prospective clients come with a range of factors which inhibit their ability to participate effectively' (Report 77).

Retention and positive training outcomes are strongly influenced by trainees' understanding, attitudes and motivation, which can be shaped

'Although TECs and their partners cannot control or mitigate all factors influencing early leaving, they do have some control over the mechanisms by which young people learn about work-based training, how they access training opportunities and how any problems which arise ... are dealt with' (Report 76).

Effective selection and recruitment processes including adequate information for trainees

'Poor referral, selection and entry procedures may result in inappropriate participation and adversely affect motivation' (Report 72). Similarly, and underlining the benefits of good initial information, 'Apprentices who had worked in licensed premises part time before starting an apprenticeship or who had family connections with the trade were unlikely to leave early. Those with poor advance information were often demotivated by the pub environment particularly unsocial hours' (Report 74). On work-based training for adults: 'Almost all of the clients interviewed felt that the quality, availability and accessibility of relevant literature, promotional materials and information about the range of provision and details of specific opportunities needed to be improved' (Report 77).

A thorough initial assessment

It was important to note that 'the positive association between a thorough initial assessment and higher retention rates is widely recognised in the case study areas' (Report 76), although there was considerable unease about the adequacy and consistency of assessment tools and methods (Reports 72, 76, 77, 89, 90). For the hardest to help, where assessment of need and identification of appropriate help were most essential, there was a danger of 'assessment overload' (Report 87).

Appropriate support for trainees at all stages

Support for trainees at all stages, particularly early on and including mentoring, and effective external support and other help had a positive effect on retention (Reports 72, 77, 81). 'Quality pastoral and learning support was very important to the successful completion of qualifications (Report 76). And 'they [support staff and external support agencies] provide a valuable part of the help TfW gives to those seeking employment' (Report 72). See also Topic C: Teaching and learning methods.

Frequent review particularly in the early stages of training

Much greater emphasis should be placed on the importance of the review process as the means to raise issues and problems in order to address and overcome them and retain young people in training.' (Report 76).

Mainstream careers services to schools are widely variable

The focusing of careers service activity on those young people at greatest risk of disengagement has led to marked improvements in engagement for this group but a significant and widely varying reduction in careers advice for others in schools (Report T).

Topic B: Learning facilitators: teacher/ trainer/assessor/mentor

Keywords: initial training, staff development

FEDA material

Summary

- Approaches to staff development need to be contextualised.
- Staff development can be used to support whole college policies.
- Collaborative projects need staff development support if they are to work well.
- Contact between FE staff and business/industry benefits both parties.
- Teachers in danger of isolation within the system need particular support.

Overview

FEDA acted as the secretariat for the Further Education National Training Organisation (FENTO) and has carried out the teacher standards development project. This recommended an initial teaching qualification should become mandatory within three years of starting to teach in further education. Certain exemptions should be allowed for prior experience and qualifications. Additional modules are needed for teachers of basic skills, ESOL and students with special needs. An independent professional body for FE teachers is needed (Peeke 2000).

Approaches to staff development need to be contextualised

Classroom observation has been introduced into colleges in different ways, for example, by appointing a lead teacher respected by colleagues, by peer support and by a cross-college team (Peeke 1999).

Staff development can be used to support whole college policies

Some issues that were once the remit of specialists are now being tackled on a whole college basis. Appropriate staff development is essential to this approach, for example, inclusive learning (Clift-Harris *et al* 1998); learning support (Green and Milbourne 1998); student retention (Martinez *et al* 1998); student attainment (Martinez 2000); key skills (Munday and Faraday 1999); mental health (Wertheimer 1997). A wide range of staff development interventions appropriate to the context can support retention strategies (Martinez *et al* 1998).

Collaborative projects need staff development support if they are to work well

Projects between schools and colleges to provide vocational learning for pre-16 pupils need to recognise that FE teachers have no initial training on dealing with pre-

16 pupils and school teachers have no initial training on vocational education (Hull *et al* 1998).

Contact between FE staff and business/industry benefits both parties

Well-planned placements into industry are a powerful learning tool with benefits to staff, students and the college. Some colleges offer staff accreditation for their placements (Hughes 1998). Placement of business associates into colleges is less common but equally beneficial (Hughes 1999). College staff are increasingly involved in local economic development and this requires appropriate development (Johnstone and James 2000).

Teachers working in isolation within the system need particular support

Basic skills tutors often work alone in community settings or across college departments. One London borough introduced a common support programme of classroom observation, a handbook, staff development events and improved communication (Lawson 1999). Part-time lecturers are often less involved in development than college managers suppose (Walker 2000). The work of college-employed youth workers needs integrating into college strategies (Hand and Wright 1997).

QPID information

Summary

- Trainer competence is of primary importance for the quality of training.
- Keep the competence of work-based assessors under review.
- Provide training, advice, guidance and support for assessors, mentors and workplace supervisors of trainees.

Trainer competence is of primary importance for the quality of training

'Government suggests that at least £12 billion is spent on work-based training every year. Effective trainers help to ensure that this substantial investment delivers the requisite skills and knowledge' (Good practice guide GPG/RS/3). 'Effective practice in initial assessment and the design and production of an individual learning plan relies on the provider having skilled and competent staff [with] a wide range of skills and knowledge' (Good practice guide GPS/RS/4).

Keep the competence of work-based assessors under review

'There is an uneven quality of trainer competence and variable support for trainer training.'(Good practice guide GPG/RS/3). 'Since the early 1980s vocational training providers have received varying levels of support from government-funded staff development initiatives that have sought to ensure the delivery of good quality national youth and adult training programmes'(Good practice guide GPG/RS/3).

It was important to ensure that 'assessors have the relevant occupational experience at a defined standard set by the relevant standard setting body as well as the competencies associated with assessment itself' (Report 70). Problems were identified with assessor competence creating 'a barrier to effective delivery of key skills' (Report 89) and providers' staff 'not trained to address issues of gender stereotyping' (Report 71).

Provide training, advice, guidance and support for assessors, mentors and workplace supervisors of trainees

Despite the preference of employers and trainees for supervisor workplace assessments, it is not common. 'It was difficult for workplace assessors to learn how to assess trainees, to find time to do assessments and in particular to interpret the NVQ standards' (Report 70). Reports also advise the Qualifications and Curriculum Authority (QCA), awarding bodies and TECs to address this issue. Suggestions include 'disseminating examples of good assessment practice '(Report 70), 'exploring ways of enhancing the knowledge and skills of assessors (Report 89) and 'providing opportunities for mentors to learn the range of skills and knowledge through initial and ongoing training and development' (Report 81).

Topic C: Teaching and learning methods

Keywords: ICT, pedagogue, enrichment, project learning

FEDA material

Summary

- FE staff need to select appropriate teaching strategies.
- Analysing learning styles can support student learning.
- Evaluating open and flexible learning materials is of increasing importance.
- Dealing with disruptive behaviour is important in securing quality learning.

FE staff need to select appropriate teaching strategies

Changes in further education mean that teaching strategies need to evolve. Selecting appropriate strategies for the variety of situations encountered by the FE teacher is vital to the quality of learning. Mentoring, appraisal and professional development logs can be used to support reflective practice and continuing development (Mitchell 1997). Family learning is a particularly valuable strategy for basic skills (Lawson 1999). However, a good learning experience is about more than teaching techniques, it is also about the teachers' ability to build good trusting relationships with students (Bloomer and Hodkinson 1999).

Analysing learning styles can support student learning

Teachers need to help students analyse their learning styles and increase their versatility beyond a preferred learning style (FEDA 1995). Effective use of ILT means

being aware of how different resources can support different styles of learning and extend the learning styles used by a particular student (Lockitt 1997).

Evaluating open and flexible learning materials is of increasing importance

It is important to evaluate material rigorously for the intended group of students and programme and ensure it is good enough to compensate for the lack of peer and tutor contact that conventional methods offer (Lockitt 1999).

Dealing with disruptive behaviour is important in securing quality learning

By taking a systematic approach colleges can pinpoint and analyse disruptive behaviour. Action is needed at three levels: strategic, systems and delivery. At strategic level, staff have to know how to respond appropriately and avoid long periods of unstructured time for students. At systems level the college needs to ensure there is adequate time and systems for staff and students to communicate about behaviour. At delivery level colleges need to ensure their programmes adequately address student diversity, for example, of learning styles or culture (Mitchell *et al* 1998).

QPID information

Summary

- The balance of on- and off-the-job learning is largely determined by cultural norms.
- Work is still needed to integrate key skills into work-based learning.
- Life skills and some other training for disadvantaged young people needs to be innovative.
- Most trainees feel well supported.
- The opportunity to discuss progress and problems results in better retention and better performance.
- Trainees at risk of early leaving need much more support early in their training programme.

The balance of on- or off-the-job learning is largely determined by cultural norms

Cultural and institutional norms largely determine the pattern of training delivery within sectors. 'Those [sectors] with a long tradition of apprenticeship training and related further education (construction, engineering, motor vehicle) tend to be curriculum driven and [provide] off-the-job [training]... where structured training is a recent development (business administration, hospitality, retail) training is [likely to be] guided work experience and assessment driven with only short periods away from the work place. (Report 89). This is endorsed elsewhere; 'The mode of training was almost universally that of supervised work experience, with coaching as seen appropriate by the licensee or manager. The underpinning knowledge required by the

NVQs was usually covered by the use of workbooks or worksheets provided by the training organisation (Report 74).

Work is still needed to integrate key skills into work-based learning

Although progress was being made to integrate key skills into mainstream NVQ training, more work was yet needed and 'there was a consensus that integration of the delivery and assessment of key skills into the work done to achieve the NVQ units, should be regarded as good practice' (Report 89). 'The problem seems to be that it is often difficult to interpret the requirements [for key skills in IT and number] in ways which make them relevant to the work experiences of the trainees' (Report 89). 'Improving the delivery and integration of key skills into training would make them less difficult and off-putting. Improving their perceived value would also be helpful. At present they do put employers and some providers off FMA [Foundation Modern Apprenticeship]' (Report Y).

Life skills and some other training for disadvantaged young people needs to be innovative

Special needs training, especially introductory and life skills training, was rarely work-based and benefited from innovative planning and delivery. 'Some [life skills] provision offers innovative options such as outdoor activity, sport, arts/media and environmental projects to attract and maintain interest. Many of these options are modular and some lead to certification. Vocational tasters are often included [though] work experience is not' (Report 87). 'When planning Life Skills the Family Learning Group were acutely aware of the positive impact that a non-traditional venue would have.' And 'It should not be regarded as automatic that all learners will attend the same number of hours each week or that the length of time on the programme will be the same.' (Good practice guide RP/2). In TfW the 'importance of an individually tailored learning programme for those at risk of dropping out' (Report 72), was noted.

Most trainees feel well supported

'More than one-third of ex-trainees indicated they had received support, other than that expected via the development and implementation of an Individual Training Plan' (Report 72). 'Most notable was the amount of altruistic effort put in by some TECs, the ES, providers, tutors and employers' (Report 72). And on equality of opportunity 'many [trainees] felt well supported by trainers and employers [and] considered themselves protected against discrimination' (Report 86).

The opportunity to discuss progress and problems results in better retention and better performance

Many reports comment on the value, nature and timing of trainee support. Their messages are not precisely aligned but have a strong and common tone that all trainees benefit from support and the opportunity to discuss progress and problems resulting in better retention and better performance (Reports 72, 74, 76, 77, 81, 84). Support was often more than the opportunity to talk to a trainer or employer but might include 'local support agencies, eg probation service, drug abuse support agencies,

self help housing projects; access to job search facilities, continued access to the provider after training', (Report 72). Mentoring in work-based training gets a report to itself. (Report 81). It evidences strong support for mentoring from trainees and mentors pointing to improved performance and/or progression. But mentoring was developing only slowly.

Trainees at risk of early leaving need much more support early in their training programme

'Trainees respond positively to support, a strong team environment, a degree of responsibility, effective workplace discipline, combined with a mentoring supervisory style' (Report Z). 'Providers who deemed young people to be at greater risk of dropping out undertook routine checks and reviews much more often in the early stages of training' (Report 76). While 'it became evident that mentors were of value at all stages [of the Modern Apprenticeship]'(Report 81), 'A young person's experiences in the first 12 weeks of training are crucial to their retention. [And] more resources should be directed towards these early stages to help young people adjust to new ways of working' (Report 90). 'For young people who have completed Life Skills training and move into a mainstream training option, best practice is for monthly reviews from a Personal Adviser' (Good practice guide RP/2).

Gaps

Mentoring and NVQ assessment get attention but little is said in reports about training methods or their place and value for example, identifying, planning and structuring learning opportunities, on-or off-the-job training techniques, eg coaching, project learning, team learning, etc or about techniques for engaging interest and participation.

Topic D: Curriculum

Keywords: developing the content of the curriculum, key skills, basic skills, NTO frameworks

FEDA material

Summary

Four areas of curriculum development in FE are highlighted:

- Modern Apprenticeships
- key skills
- pre-16 vocational courses
- GNVQs

The link between curriculum innovation and improving retention and attainment is clear.

Modern Apprenticeships

The large number of different models for implementing Modern Apprenticeships contains potential for confusion (Armstrong 1997).

Key skills

Key skills were preceded by core skills (FEU 1993). Teaching key skills in an integrated or separated way does not appear to affect GNVQ student attainment (FEDA 1998). Colleges have particular strengths in offering the key skills elements in MA programmes (Armstrong 1997). National reports and policy developments have highlighted the need for IT key skills if the country is to be internationally competitive. They are intensive in staff development and equipment (Hollin and Tait 1999). It is possible to integrate the teaching of basic skills and key skills in a college workshop setting (Lawson 1999). Key skills can be delivered in a variety of ways. Individual learning plans help provide focus. The value of key skills needs to be marketed to employers, schools and higher education (Key Skills Support Programme 2000; Munday and Faraday 1999).

Pre-16 vocational courses

A balance needs to be struck between meeting the needs of learners and the logistics of providing a range of vocational options. Curriculum offers can include vocational tasters, preparation for post-16 courses, and qualification-based provision for this age group (FEDA 1999). Curriculum planning needs to ensure that programmes are within the DfEE list of acceptable courses for KS4 (Hull *et al* 1998).

GNVQs

FEDA has developed curriculum packs that give teachers materials derived from industry, for example, (Denston 1999a; Denston 1999b; Hodgson-Wilson *et al* 1999; Jenkins and Smith 1999; Wingfield 1999). There is potential for linking GNVQ and MA delivery in colleges (Armstrong 1997). There are practical difficulties in engaging NTOs with local GNVQ projects. Contact with employers can show where the curriculum needs updating (Ebrahim 2000).

The link between curriculum innovation and improved retention and attainment is clear.

Retention strategies can include making the curriculum more accessible to students. This may require a curriculum audit to ensure content is relevant, course development, attention to curriculum structure and timetabling, and the provision of learner support and learning to learn skills. Colleges with a climate that favours curriculum innovation tend to improve retention (Martinez 1997). Effective curriculum strategies for raising attainment include discontinuing courses that fail to meet student needs and breaking the curriculum into manageable chunks (Martinez 2000). In some colleges, youth workers offer enhancements to the curriculum, such as the Duke of Edinburgh Award or first aid certificates. In other colleges youth workers organise projects that contribute to the core curriculum (Hand and Wright 1997).

QPID information

Summary

- Individual training plans are key instruments in promoting retention.
- The purpose and role of key skills are not clearly understood, they are still often seen as academic, disassociated from work-related learning and are treated as a bolt-on.
- Life skills provision is only patchily available.

Individual training plans are key instruments in promoting retention

Development of individual training plans was a 'key activity to be undertaken during the first few days of participation' (Report 72). 'Failure to construct, implement, monitor achievement of, review and revise [Individual Training Plans] may for example result in unfocused training, inadequate or inappropriate support, and/or adversely affect the trainees' attitude' (Report 72). Individual training plans can then [following a thorough initial assessment] be drawn up which reflect and aim to meet individual needs. (Report 76). However, 'There is a lack of clarity about the purpose of the individual development plan and how it should be used as the young person progresses through the [Learning] Gateway' (Report 87). 'Individual learning plans should include information on the learner, their learning programme, their learning goals, the results of initial assessment, induction training, on and off-the-job training, programme reviews, assessment and additional support arrangements (Good practice guide RS/4).

The purpose and role of key skills are not clearly understood they are still often seen as academic, disassociated from work-related learning and are treated as a bolt-on

Effective delivery appeared to depend on acceptance of the value of key skills especially by employers. 'Views on occupational relevance of key skills varied from sector to sector, depending largely on sectoral culture and tradition' (Report 89). 'Key skills were still poorly understood' (Report 81). 'Number and Information Technology key skills were often difficult to link to real work situations' and 'whilst there was recognition of the wider [personal] key skills and that they are inherent in most jobs, there were virtually no examples of them being separately specified, delivered or assessed' (Report 89). 'Often the problem with delivery was that key skills were 'bolted on. It makes them very conspicuous and separated them out from what employers and trainees regard as the "real work"' (Report Y).

Life Skills provision is only patchily available

Basic skills, key skills, work-related and pre-vocational opportunities and personal development are some of the options available in tailored life skills provision (Report 87). 'Genuinely flexible Life Skills provision, which is trainee focused, is only patchily available, with opportunities being built around existing provision' (Report 87). But good practice is emerging (Good practice guide RP/2).

Gaps

Reports offer little comment on NTO frameworks except on key skills. There is no consideration of basic skills except indirectly as a feature of the Life Skills training option (See Report 87).

Topic E: Assessment and qualifications

Keywords: NVQ, GNVQ, non-accredited programmes, APL, initial assessment

FEDA material

Summary

- GNVQ completion rates and value-added measures
- The value of initial assessment
- FEDA's vision for a credit-based qualification system

GNVQ completion rates and value-added measures

Completion rates can look low because some students complete course work and retake tests after leaving the course. Weaker students have difficulty in keeping up with the requirement to complete a portfolio of evidence. All students surveyed gave poor ratings to the timing of assignments and the volume of work required (FEDA 1998). GCSE results provide the best predictor of Advanced GNVQ results. However, the method is not totally satisfactory and further work is needed when the GNVQ assessment system changes and further cohorts of data are available (Barnard and Dixon 1998).

The value of initial assessment

Colleges need a shared understanding of the purpose of initial assessment. Initial assessment can be timed so that it aids placement onto the right course, identifies prior learning and learner support needs. Criteria for judging the quality of initial assessment instruments include their scope, reliability, validity, fairness, acceptability and practicability (Green and Bartram 1998). Initial assessment can play an important part in retention if it triggers supportive teaching interventions (Martinez 1997). One college screens all full-time students and offers basic skills screening to all part-time students on entry to the college. This picks up basic skills problems for further diagnosis and introduces the student to the learning support systems in the college (Lawson 1999).

FEDA's vision for a credit-based qualification system

Benefits of a credit framework system include: greater clarity about the relative value of awards; better transfer between learning pathways; greater flexibility for providers and employers; greater motivation to learn because part awards will be credited on

the individual's transcript (Tait, not dated). Some adult learners are put off learning by accreditation, especially where their earlier experience of education has not been positive. A learning outcomes approach recognises that learning results in a range of personal, social and economic outcomes for the adult, connecting with their roles such as worker, parent and volunteer. Current funding and qualification frameworks have over formalised learning (Foster *et al* 1997).

QPID information

Summary

- Effective initial assessment is essential.
- But its purpose and conduct are often variable in practice.
- NVQ assessment by workplace supervisors in the workplace is uncommon.
- There is a case for simulation.
- There is little accrediting of prior learning.

Effective initial assessment is essential

One of the key determinants in achieving a positive outcome from TfW was 'the quality of the initial assessment undertaken by providers / employers and the subsequent establishment, review and revision of an Individual Training Plan' (Report 72). 'The assessment of trainees' competence at the start of training is of critical importance' (Report 89). 'Initial assessment identifies an individual's learning and support needs to enable the design of an individual learning plan which will provide the structure for their training. It commences at the point of entry [and] continues until the individual learning plan is completed' (Good practice guide RS/4).

But its purpose and conduct are often variable in practice

'Different [initial assessment] methods may be appropriate in different occupational areas. [But] it is not acceptable for initial assessment to be more thorough in some areas than others.' (Good practice guide RS/4). 'Eligibility and assessment procedures were in the main, delivering people to the most appropriate form of training, however there was concern about the adequacy of procedures, tests and assessment models being employed. The study showed how difficult it is to identify a training need.' (Report 77). 'Whilst all providers carry out some sort of initial assessment, there is no uniformity amongst providers or between TECs in the way in which assessments are undertaken...It is clear that initial assessment can be used as a diagnostic tool to determine young people's aspirations and abilities and to determine the content of the individual training plan...[or]... as a screening mechanism'. (Report 76). 'To obtain an accurate assessment the process cannot be passive. Along with hard information such as literacy and numeracy skill levels we need to assess the softer targets and be aware of how young people work together in new situations, their levels of concentration, motivation and how ready they are to learn' (Good practice guide RP/2).

NVQ assessment by workplace supervisors in the workplace is uncommon

There was a consensus that workplace assessment was the ideal but not the norm. 'Despite the appreciation of realistic assessment, there was little evidence of a strong presumption that assessment would be by a supervisor in the workplace' (Report 70). 'The amount of workplace assessment varied by sector' (Report 70). 'In most [licensed] houses, the responsibility for seeing that the trainee made satisfactory progress with his or her training was seen as the responsibility of the visiting trainer / assessor' (Report 74). 'Some employers, especially smaller ones, preferred to use providers to do NVQ assessments. In this way they did not get distracted from what they see as the main day to day business of the company. They also believed using outside providers increased the consistency [of the assessment]' (Report 70).

There is a case for simulation

Simulation was common in sectors with a tradition of apprenticeships and a significant element of off-the-job training. 'The consensus view was that there was a case for simulation, if it was properly controlled with clear guidelines as to when it was appropriate and how it should be carried out' (Report 70).

There is little accrediting of prior learning

There seemed to be little accreditation of prior learning. There was a suggestion that 'awarding bodies demand a lot of evidence for APL and it can be costly and take a lot of time to arrange suggesting providers and trainees find it easier to start again' (Report 70).

Topic F: Quality and inspection

Keywords: inspection frameworks, quality systems, health and safety

FEDA material

Summary

- The value of self-assessment in colleges
- The quality of pre-16 vocational programmes
- Responses to the proposed inspection arrangements for the learning and skills sector

The value of self-assessment in colleges

The aim of self-assessment is to create a self-critical improving culture reaching from the classroom to the boardroom of the college. Practical advice on gathering evidence, benchmarking and validating evidence is offered (Dixon and Moorse 1998). A self-assessment evaluation framework is provided for colleges enabling them to evaluate youth work on its own terms and within the colleges' aims and objectives

(Hand and Wright 1997). Classroom observation is important in assessing the quality of teaching and learning. College observers tend to score more generously than inspectors. Colleges should develop protocols that allow classroom observation to serve the purposes of both appraisal and quality self-assessment (Dixon and Walker 2000).

The quality of pre-16 vocational programmes

At the time of writing, inspection of vocational learning for 14–16 year olds fell between OFSTED and FEFC. Colleges need to ensure that pre-16 vocational learning is of the same standard as that offered post-16 (Hull *et al* 1998). Quality monitoring needs to feed into both school and college systems (FEDA 1999).

Responses to the proposed inspection arrangements for the learning and skills sector

The emphasis on quality in the learning and skills sector is welcomed. Concerns are raised that providers that are small, specialist or work with hard-to-reach groups may be disadvantaged by over-formalised requirements. Concerns are also expressed that requirements to improve retention and attainment year on year may lead providers to avoid 'hard-to-help' clients. The respective roles of inspectors and local LSC staff needs to be clarified (Reisenberger 2000b). FEDA would like to see more emphasis on: the role of governance; staff development; widening participation; supporting small community-based providers; the increased tendency to collaboration between providers; recognising that learning is increasingly not course based (Reisenberger 2000a).

<u>QPID information</u>

Summary

- Bureaucratic quality assurance procedures may be a disincentive to securing SMEs' involvement in Modern Apprenticeship.
- The quality of provision is strongly influenced by levels of funding and narrow focus on numerical targets.
- The Business Excellence model had proved valuable in TEC Licensing.
- Work-based training and work experience must be healthy and safe

Bureaucratic quality assurance procedures may be a disincentive to securing SMEs' involvement in Modern Apprenticeships

There is a view that the burden of quality assurance arrangements acts as a disincentive to small or innovative providers (Reports 48, 58).

The quality of provision is strongly influenced by levels of funding and narrow focus on numerical targets

Poor quality was associated with 'low levels of funding', with the bidding process which 'diverted resource from the job' and with 'a narrow focus on numerical targets' (Report 58).

The Business Excellence model had proved valuable in TEC licensing

'It had increased the emphasis on continuous improvement and provided TECs with an effective framework for driving change' (Report 80). There was clear evidence from those TECs that had begun to use BEM because of the licensing requirement, that they would continue to use it' (Report 80).

Work-based training and work experience must be healthy and safe

'Trainees should not be placed into an unsafe working place ... [DfEE] contracts with TECs/CCTEs specifically require a system of assurance that everyone involved in the "training chain" is aware of this duty. [Yet] trainees continue to be more vulnerable than others at work'. (Report Z). 'Employers, schools, local education authorities, training and enterprise councils and placement organisations have a number of legal and contractual obligations to ensure the health and safety of pupils on work placement' (Good practice guide RS/2). 'Good health and safety practice includes a proper assessment of risk; adequate preparation for pupil, teacher and employer; an induction to the workplace; and a post placement review' (Good practice guide RS/2). 'Supervision is recognised as a prime factor in determining safe working practices – but one which is little understood' (Report Z).

Gaps

Little is said directly about quality, quality assurance or standards as such in work-based training, although comments on the design and delivery of programmes feature in most reports. For example, shortfalls in design or delivery are cited by ex-trainees as reasons for early leaving from Modern Apprenticeships in Report 76. There is no research into the impact or effect of self-assessment or inspection.

Topic G: Barriers to participation

Keywords: transport, childcare, student finance, guidance, negative attitudes

<u>FEDA material</u>

Summary

Students experience practical barriers to participation in varying degrees:

- location and time
- finance
- transport

Subtler but no less real are barriers of image:

- the stereotyping of certain students in colleges
- the image of the college in the local community

Location and time

Research in central London showed that barriers to participation in basic skills training included inconvenience of course location and scheduling classes to fit in with shift work (Hughes and Brain 1999). Barriers that tend to affect urban students include: the opportunity to switch institutions rather than stick with a course; the temptation to take up a job offer and leave the course, higher cost of living (Barwuah *et al* 1997).

Finance

The key motivation of young people working part-time while in full-time education is to earn money to support their lifestyle and not to redress deprivation. Work over 10 hours a week does correlate negatively with academic grades. The offer of an educational maintenance grant does not seem to make young people inclined to give up part-time work (Davies 1999a). A variety of payment models for Education Maintenance Allowances (EMAs) are being trialed. Parent and child sign learning contract and if this is breached, part of the EMA is forfeit. Colleges need to understand the LEA system for administering EMAs, the arrangements for reporting breaches, the negative reactions colleges may get from students when a payment is stopped (Fletcher 2000a). The interaction between ILAs and LSC funding regimes needs further thought (Fletcher 2000b). The expansion of higher education has, in part, been funded by student loans. Among FE students, it is adults, parents and those from lower social classes that are most at risk of financial hardship. Research shows a preference for income contingent loans rather than commercial loans but a general reluctance to take out loans. If the rate of return for Level 3 qualifications were better known it might encourage FE students to consider loans. Concludes that income contingent loans for FE students tackling Level 3 qualifications may be worth considering as a policy option (Fletcher 2001).

Transport

The arranging and financing of transport has proved a difficult issue to resolve when arranging vocational programmes in colleges for pre-16 school pupils (FEDA 1999). Some EMA pilots are targeted at transport to learn costs (Fletcher 2000a). LSC funding regimes are relevant to learners' travel costs – local liaison with local authorities is vital to ensure adequate transport infrastructure (Fletcher 2000b).

The stereotyping of certain students in colleges

Residents in high-density estates without previous positive learning successes were least likely to engage in further learning. There was no FE provision on the estates. However, despite impressions of college staff, residents from these estates are no more likely to drop out than other students (Barwuah and Andrews 1999). People with mental health difficulties experience the same barriers as other adult students but

may also experience negative attitudes from staff and other students (Wertheimer 1997).

The image of the college in the local community

The gap between the perception of further education in the community and its reality may be holding back its development (Merrill 2000). The use of drugs by college students could create a negative image. Colleges needed to strike a balance between treating students as adults and providing a safe environment (Mitchell and Bone 1997).
Residents in high-density estates had a positive attitude to further education. Colleges need to increase their responsiveness to the particular needs of these estates (Barwuah and Andrews 1999).

QPID information

Note: There are other obstacles to participation than those included here. They include:

* client motivation (See Topic A: The learner and the learning experience)
* many of the same issues that also influence early leaving (See Topic G: Barriers to participation)
* lack of equality of opportunity because of race, disability, gender, age, etc (See Topic H: Equal opportunities).

Summary

- Competition for young people between the post-16 routes
- Transport and childcare costs
- TEC, provider and employer selectivity
- Negative labour market influences
- Trainee finances.

Competition for young people between the post-16 routes

'Both TECs and careers services commented on the fierce competition to win the hearts and minds of young people as a result of funding arrangements' (Report 71). 'TECs thought careers services were promoting the vocational route as a second class option' (Report 56) and there was 'concern about parity between the academic and work-based routes' (Report 90). Young people are very often unaware of the vocational options available to them until Year 11 of school when decisions.... have usually been made' (Report 76).

Transport and childcare costs

The transport costs of accessing training or attending interviews can be a problem particularly in rural areas and some cities, and providing local solutions is not always feasible. 'Transport costs both for interviews and for the duration of the training programme were an issue for some people especially in rural areas' (Report 79). 'Providing innovative [Life Skills] opportunities, with the back up of more specialist

organisations, in rural locations is proving both costly and very difficult' (Report 87). 'There is a need to address and resolve aspects of the entry system that may act as a turn-off to prospective clients such as the non-payment of travel or childcare costs' (Report 77).

TEC, provider and employer selectivity

Opportunities to enter adult training were sometimes restricted by funding, performance comparisons and targets which can promote selectivity by TECs, providers and employers and favour shorter, less expensive training such as employer 'recruit and train' programmes, and the more 'job-ready' clients rather than those most in need of greater help (Reports 72, 73, 79).

Negative labour market influences

Negative labour market influences include an inadequate level of relevant jobs or work experience opportunities for adults in TfW and, for both youth and adult training, competition from highly paid, unskilled jobs including seasonal work (Reports 72, 74, 76).

Trainee finances

'Non-employed status trainees on Other Training and National Traineeships cited low training allowances to be another factor which caused them to leave training early. This was not a particularly significant issue among Modern Apprentices' (Report 76).

Topic H: Equal opportunities

Keywords: ethnicity, age, gender, class, disability

FEDA material

Summary

Colleges are required to have equal opportunities policies

- More research is needed into whether students experience discrimination because of ethnicity.
- A wide range of work has been done on supporting students with a disability.
- Social exclusion is increasingly recognised as a source of discrimination.
- There seems to be no recent work on age and gender.

Colleges are required to have equal opportunities policies

College equal opportunity policies should cover commitment, ownership by staff, internal action and monitoring, external action to promote the college and consult relevant groups, outcomes that can be measured and evaluated. Equal opportunities need to be embedded in college's self-assessment processes (Dadzie 1998). One

college devised an equal opportunities handbook to help teachers implement equal opportunities in the classroom setting (Lawson 1999).

More research is needed into whether students experience discrimination because of ethnicity

(Barwuah and Andrews 1999) call for more research into the experiences of residents on high-density estates. The ISR provides insufficiently detailed information about ethnicity for its impact on rates of achievement to be discerned (Davies and Rudden 2000).

A wide range of work has been done on supporting students with a disability

FEU submitted evidence and recommendations to the Tomlinson Committee on disability and learning difficulties in further education (FEU 1995). Negative attitudes and a sense that 'special needs' is a specialist area can act as barriers to inclusive learning (Clift-Harris *et al* 1998). Employment is an important contributor to achieving 'adult status' for those with learning difficulties and disabilities. Supported employment systems that place people in open rather than sheltered employment are emphasised (Hughes and Kingsford 1997). People with mental health difficulties are under-represented amongst learners. Nationally provision is patchy although there are pockets of good practice. Learning can be a source of empowerment and social participation for this group (Wertheimer 1997).

Social exclusion is increasingly recognised as a source of discrimination

The ability of the ISR to measure deprivation is limited to postcode. For every additional 10% of students that trigger the widening participation uplift (dependent upon postcode), overall achievement rates fall by around 3% (Davies and Rudden, 2000). Concern for disaffected young people was raised by a Social Exclusion Unit report. Successful practice has at its heart a learner-centred approach including individual treatment, respect, high expectations and a commitment to equal opportunities (Taylor 2000).

<u>QPID information</u>

Summary

- TEC/CCTEs and training providers are required to have equal opportunities policies or strategies.
- Positive management is essential with better planning, prioritising and positive action.
- There is under-representation of ethnic minorities and people with disabilities and gender stereotyping in Modern Apprenticeships.
- Social exclusion and age are equal opportunities issues.
- Barriers to participation are often complex and inter-related.
- Attitudes and stereotyping are fixed by Year 11.

- Employer resistance is a major barrier to participation.
- Effective and appropriate support at all stages is essential, but particularly early in training.

TEC/CCTEs and training providers are required to have equal opportunities policies or strategies

TEC equal opportunities strategies should include the TEC's role in securing equal opportunities, an assessment of current equal opportunities achievements, an assessment of the success of its programmes in regard to equal opportunity, priorities and plans for carrying out its role, monitoring arrangements, consultation and publication arrangements (Good practice guide GPS/S1/2/99). 'Most organisations had equal opportunities policies or strategies [but] a significant proportion did not seem to have considered older people as a distinct group' (Report 91).

Positive management is essential with better planning, prioritising and positive action

Effective performance in equal opportunities was most often associated with effective management that included strategies, plans and priorities underpinned by information to 'provide a proper insight into where problems were occurring [and] correspondingly close control over the contract and programme delivery ' (Report 56). 'Monitoring, evaluation and review and assessment of impact appeared weak' (Report 86) and 'data on Modern Apprentices with disabilities is hard to find and widely variable' (Report 84).

There is under-representation of ethnic minorities and people with disabilities and gender stereotyping in Modern Apprenticeships

Under-representation of disadvantaged groups is the starting point of all relevant reports. It is worse in some sectors and occupations than others and may appear as a stereotyping issue. Research points to both demand and supply as a problem. 'Most regions and most occupational sectors fall well short in terms of proportions of young people with disabilities on MAs compared with their proportions in the labour market.' (Report 84) and 'Young women and men are to be found in very different sectors' (Report 71). 'Ethnic minorities were more likely to be on OT than FMA or AMA [and] on both FMA and OT trainees from ethnic minorities who are aiming for Level 2 or higher qualifications are less likely to have employed status; and markedly so on Other Training' (Report Y).

Social exclusion and age are equal opportunities issues

'People who are socially excluded lack the means to take a full part in economic, social, cultural and political life' (good practice guide GPG/SI/1/98). 'We feel that targeting each project to a particular part of the community is the most effective way of combating inequality (good practice guide GPG/SI/1/98). 'Older people can be disadvantaged within the labour market. Although many older unemployed people do find work quickly, they are more at risk of long term unemployment' (Report 91).

Barriers to participation are often complex and inter-related

Under-representation within Modern Apprenticeships is rarely a straightforward issue. 'The barriers to people from ethnic minorities taking up MA have arisen from several complex and inter-related factors including, social conditioning, parental and peer pressure to continue in education, poor local schooling standards, inadequate qualifications and employer resistance' (Report 56). And 'some difficulties may not be apparent to those working with them (eg an invisible health problem such as ME or dyslexia)' (good practice guide RP/1). For one trainee 'becoming accepted as a woman in an engineering toolroom had presented her with a greater challenge than her epilepsy' (Report 84).

Attitudes and stereotyping are fixed by Year 11

'Well-entrenched gender stereotypical attitudes [were evident] by Year 11, largely influenced by their parents and teachers who perpetuate views about appropriate jobs' (Report 71). 'Many thought that by Year 11 it was too late to influence young [ethnic minority] peoples' decisions' (Report 56). While 'TECs and careers services felt they had a role to play in helping to overcome these barriers, they would be unable to do so alone' (Report 56). 'Culture, tradition and prevailing attitudes are clearly important factors...They were also the most difficult to address, so ingrained it seemed were they among potential clients, their peers, society in general, providers employers support agencies, civil servants and TEC staff. Breaking down such barriers will be a long-term process needing a sustained multi-departmental, multi-agency approach' (Report 86).

TECs and careers services were being innovative but more was needed. 'Some careers services have developed innovative group work with Year 9 pupils and have sought to challenge gender stereotypes more explicitly' (Report 71). 'Seconding a senior manager to the local authority to promote greater ethnic minority participation in Modern Apprenticeships.' (Report 56).

Employer resistance is a major barrier to participation

'A commitment to equal opportunities is in the long-term interests of all employers' (GPS/S1/2/99). Yet one of the major barriers was seen as employer resistance. 'There is still evidence of gross inequality in the workplace' (GPS/S1/2/99). 'Direct and indirect discrimination by employers remains one of the key factors affecting performance.' 'A variety of responses by TECs... were proving largely ineffective' (Report 86), and TECs were 'tentative about overcoming employer resistance' (Report 56). Formal and informal age restrictions, both minimum and maximum, are applied in many industries and occupational sectors. A few are outside the capacity of the industry to influence but most are not (Report S) Careers services however could be 'particularly effective in this [recruitment] process, often championing the young person and fighting quite hard to secure an interview' (Report 84). 'Employed status is harder to find for ethnic minorities: especially for Afro-Caribbean males, because of

employers" attitudes to them, and for refugees who have difficulties with spoken or written English' (Report 84).

Effective and appropriate support at all stages is essential, but particularly early in training

Support for trainees to sustain commitment was seen as essential. 'Case studies demonstrate that early identification of appropriate solutions can have a very positive impact on the young person's performance and progress' (Report 84). Reports also highlight the importance of access to information about 'the kind of support that is available' (Report 84) and the importance of 'encouraging the use of external specialists to support TEC and providers' staff (Report 86). 'The need for emotional support, for example, should be given as high a priority as the need for wheelchair access' (good practice guide RP/1)

Topic I: Learners, learning and the labour market

Keywords: role of employers, careers education, economic development, skills shortages

FEDA material

Summary

- Young people in colleges have a variety of relationships with the labour market.
- Adults seek preparation for specific jobs.
- Employability is a key concept.

Colleges' relationship to the labour market depends on:
- their responsiveness to employers
- employers' responsiveness to learning
- colleges' role in economic development.

Young people in colleges have a variety of relationships with the labour market

Young people expect to juggle the stresses of full-time education and part-time work. Colleges regard part-time work positively although they have concerns that some students work excessive hours. Few young people see their part-time work preparing them for working life (Davies 1999a). Students who failed to perceive the relevance of their GNVQ course to the world of work were in greater danger of dropping out. A quarter of non-completers leave to take up a job. Well-organised work experience placements had a positive effect on achievement (FEDA 1998). Schools need to understand and respect the contribution which vocational learning can make to the academic development of pre-16 pupils (FEDA 1999).

Adults seek preparation for specific jobs

Colleges need to address how the whole New Deal programme will work towards the participant re-entering the workforce (Kypri *et al* 1998). Offering basic skills tuition in the workplace is becoming recognised as a specialism in its own right – it is supported by a network based at Lancaster University (Lawson 1999).

Employability is a key concept

Employability has been defined in a number of ways that usually depend on the context. There is no agreement on the skills and attributes that constitute employability. Developing and sustaining employability is particularly important for people in transition: between education and work, after long-term unemployment, for job changers. Some aspects of employability can be built into learning programmes (Hughes and Stoner 2000). Placements with employers enhance the learners' ability to relate theory to practice and increase their employability (Taylor 2001).

Colleges' responsiveness to employers

Globalisation and technological change will affect the way we work and therefore the skills we need. Precise skills are impossible to forecast but higher levels of key skills will be important (Hughes and Mager 2000). There is a tension between awakening demand and aggregating sufficient demand to make investment viable (Hughes 1996a, Hughes 1996b, Mager *et al* 2000). Advancements in working practices and the vast range of vocational contexts relevant to the FE curriculum mean that placements are increasingly important for college staff (Hughes 1998). Long-term partnership relationships are the preferred model for college-employer relationships (Hughes and Cottam 2000).

Employers' responsiveness to learning

People with learning difficulties and disabilities are increasingly gaining nationally recognised qualifications through further education. This increase in achievement is not being matched by opportunities in the labour market (Hughes and Kingsford, 1997). SMEs need to perceive the benefits to them before they will release staff for basic skills training. Their awareness of the issue is high (Hughes and Brain 1999). Employers need to see the direct and long-term benefits of providing placements (Taylor 2001). Commonly perceived problems for SMEs in taking up training include lack of time, cost of training, fear of poaching and inappropriateness of qualifications. Ufi working with FE could improve this (Mager and Hughes 1999). FE teachers benefit from contact with business associates in the college (Hughes 1999).

Colleges' role in economic development

To engage in economic development colleges need to: assessing the environment; measuring internal strengths and weaknesses; identifying new strategies; clarifying

priorities; improving capacity; improving planning processes (Field, 1998). Colleges need to ensure they are seen as player in regional initiatives.New college buildings can be a focal point for building new relationships. Constant investment in up-to-date kit is important (Hughes and Kypri, 1998). Ensuring FE staff make an effective contribution to economic development requires analysing their job descriptions, against the underpinning skills and knowledge required (Johnstone and James, 2000). The link between learning, economic development and regeneration is clear. Learning needs to be fully integrated into attempts at neighbourhood renewal (Mager 2000).

QPID information

Summary

- The importance of engaging employer, particularly SMEs, participation in training.
- Market relevance is important in retaining trainees in non-employed training.
- But there are policy and design factors militating against this.
- Employer attitudes have an impact on training, trainees and employment.
- Nature and extent of employer involvement.
- TECs are a main conduit to employers, particularly SMEs, in promoting workforce development.
- TECs need a clear purpose and strategy, focusing on meeting business needs.
- There are established techniques to encourage workforce development.
- National Training Awards need to be re-positioned to be of value in supporting workforce development.

The importance of engaging employer, particularly SME, participation in training

'The effectiveness of TEC/CCTEs in engaging employers in training programmes, in lifelong learning and through Investors in People was widely recognised and valued' (Report 85). However, there was more they could do to engage smaller companies, eg by working with partners, simplifying recruitment and engagement arrangements, or promoting partnership or consortium arrangements for SMEs (Reports 48, 61, 79). The centre could also do more to use its national marketing and promotional leverage to help local agencies engage employers in national initiatives (Reports 61, 68, 89).

Market relevance is important in retaining trainees in non-employed training

The lack of labour market relevance of training or appropriate work experience options is cited as a significant contributor to poor retention and an unwillingness to participate in Training for Work (Reports 72, 76). It is valuable for providers to develop a strategy for engaging and retaining employers in providing work experience. (good practice guide RP/2). 'One problem...was the limited number of employer placements available for [WBLA] trainees' (Report 91).

But there are policy and design factors militating against this

'There was general acceptance that the programme funding regimes, the ways in which TEC performance is measured and other conditions (eg meeting the Youth Guarantee) all significantly detract from their ability to [tailor training to market needs] (Report 46). And the high cost of some training deterred providers. Some 'stated explicitly that what mattered most was the availability of work placements with employers who were willing to contribute to costs' (Report 46).

Employer attitudes have an impact on training, trainees and employment

Large employers were more likely than small companies to see training as part of their longer term recruitment strategy prompting 'a greater willingness to commit to training' (Reports 70, 74). As reasons for not participating, small employers cited 'the length of the training commitment, cost of quality assurance, the fear of poaching trained staff alongside the lack of need for new recruits' (Report 48). Although employers' wide participation in MA was recognised, they were not always aware or concerned about the impact of their attitudes, with race, gender and age stereotyping in recruitment a problem. (Reports 56, 71, 73). For ethnic minorities, under-representation on MA was 'widely seen as being due to employer discrimination or lack of employer awareness' (Report 56). (See also Topic H: Equal Opportunities). Employers also exerted pressure on young people to take highly paid unskilled and often temporary seasonal work (Reports 73, 76). Likewise in adult training there was a preference in for the 'nearly job-ready' rather than those needing significant training or support (Report 73). 'Ageism by employers is probably also a factor in lower employment rates for older workers' (Report 91).

Nature and extent of employer involvement

In work-based training employers provided the supervision but assessment and mentoring by employers' staff was generally uncommon, particularly in SMEs and in sectors with more traditional apprenticeships. (See Topic C: Teaching and learning methods and Topic E: Assessment and qualifications.)

TECs are a main conduit to employers, particularly SMEs, in promoting workforce development

'TECs were a main conduit to employers. Their contributions to workforce development were sometimes unique' (Report 79). 'Companies with fewer than 50 employees are particularly dependent on public sector support [for management development] because they lack information, experience and resources to access support from the private sector' (good practice guide GPG 6/5). 'Small businesses are traditionally a difficult market to reach. They realise that training is important to their success, but need help to plan and deliver it' (good practice guide GPG 6/3).

TECs need a clear purpose and strategy, focusing on meeting business needs

'TECs need to establish a strategy so that support for growth firms contributes to TEC overall objectives as well as meeting the needs of SMEs.' (Good practice guide GPS/WD2/1/99). 'It is important to be clear what the aims and objectives of the TEC are in encouraging and supporting these clusters. TECs strategic approach needs to

concentrate on encouraging learning rather than focusing on the outputs of training.' (Good practice guide GPG 6/7). There are models available to help plan appropriate public sector support. (Good practice guide GPG 6/5). 'The factors that determine a firm's decision to take part in development include: flexible programmes truly tailored to need, offering immediate opportunities for improvement and delivery by experts' (Good practice guide GPG 6/5). 'Management development support should be linked to the business development support the firm wants' (good practice guide GPS/WD2/1/99). 'Make sure the learning is relevant to the firm's real life practice' (good practice guide GPS/WD2/1/99).

There are established techniques to encourage workforce development

'There are economic benefits to companies that can be encouraged to network (form clusters) and collaborate' (Good practice guide GPG 6/7). And 'it is important to get the right membership and a good coordinator and to allow the cluster to evolve at its own pace and in the direction that best suits the members' (Good practice guide GPG 6/7). 'There is powerful evidence that effective Key Worker development can transform attitudes and activity and lead to a real change in performance' (Good practice guide GPG 6/8). 'As groups begin to use external benchmarks or qualifications.... this presents TECs with an opportunity to encourage them to become involved in national standards such as NVQs or Investors in People' (good practice guide GPG 6/7).

National Training Awards need to be repositioned to be of value in supporting workforce development

There were consistent messages from participants, judges and others involved, that NTA's status suffers from an insufficiently high profile, particularly among the business community and a profile that might not be entirely appropriate (Report V).

Topic J1: Impact of government – Policy/programme development

Keywords: programme design, policy linkages, funding models, national targets

FEDA material

Summary

The creation of the learning and skills sector is causing a re-examination of basic models.
Government policy affects:

- programme design
- performance indicators
- resources

A re-examination of basic models

A revised system needs to leave behind the 'politics of competition' between post-16 providers (Ashby, 1999). What balance between planning and market mechanisms

should there be in learning? The government uses both languages. The argument for planning is that individual customers are not demanding what the economy needs for its future success. The argument for the market is that empowered customers will demand appropriate learning. The report recommends actions to empower the learner such as: better promotion of learning, better information and guidance, and removal of barriers to taking up learning (Mager *et al* 2000). How should inspection regimes hold colleges to account for community involvement? Are there tensions between national coherence in learning policy and local responsiveness and effectiveness (Demos and LSDA, 2000)? FEDA are broadly in support of the proposed LSC funding system (Fletcher 2000b).

Programme design

Modern Apprenticeship funding regimes are complex; delivery models vary between TECs and occupations. Colleges benefit indirectly from involvement in MAs by strengthening their links with local employers (Armstrong 1996). If people from all background are to contribute to the economy, it is unproductive to make stark distinctions between widening participation and upgrading higher-level skills (Hughes and Mager 2000). Current policy restrictions in schools and FE make pre-16 vocational provision difficult to set up and sustain (Hull *et al* 1998).

Performance indicators

Barnard and Dixon (1998) did not come up with a satisfactory method of measuring value added for Advanced GNVQ courses. This means that policy makers must exercise caution when implementing value added. National targets have been a useful vehicle for promoting collaboration between colleges and TECs. Promoting the targets has made some employer reservations about NVQs clear. The targets have helped highlight the role of further education in developing a culture of lifelong learning (FEU 1994).

Resources

For the FE sector to have credibility in meeting skill needs, constant investment and updating are required (Hughes and Cottam 2000). TEC/EBP resources for industrial placements tend to focus on school rather than college staff (Hughes 1998). ILAs could be a powerful lever in persuading employers to contribute to the cost of basic skills training but they will need effective marketing (Hughes and Brain 1999). Further education is extensively involved in UfI development work. Policy issues that need addressing are not so much the supply of content as devising an economically viable model of delivery and ensuring capacity in providers to support online learners (Mager and Hughes, 1999). Regeneration of deprived communities requires a long-term commitment of government resources. Social enterprises need to be given the same level of support as SMEs (Mager 2000).

J1.1 Policy/programme development – product design

Keywords: Programme design, policy linkages, coherence.

QPID information

Summary

- There is a need for coherence between related initiatives, between central divisions and with other government departments.
- It is important to be open and to allow sufficient time to engage the field in the design and development of initiatives.
- Policy divisions need a thorough understanding of the way the field operates, what it needs and what it can offer.

There is a need for coherence between related initiatives, between central divisions and with other government departments

Coherence in the negotiation, implementation and funding of initiatives was sought but was not always evident. 'There is considerable room for improvement in joined up working between relevant [equal opportunities] agencies' (Report 86), and 'As a package [the negotiating objectives] were perceived by few as being either strategic or coherent' (Report 59). 'New Deal for young people... attracted many of the employers willing to take unemployed people on placements and consequently reduced the number available for older people on WBLA' (Report 91). National Training Awards were seen as 'competing in the awards market' with Investors in People and National Teaching Awards as well as other awards outside the DfEE's remit (Report V).

It is important to be open and allow sufficient time to engage the field in the design and development of initiatives

improvements to communication and feedback are required in both directions, with a culture change at the centre in favour of more openness. 'External partners feel that bottom up communication should be a central feature of improved policy development' (Report 75). 'A further factor in the overall success of the process was the setting up, at an early stage, of a GO working group [which proved] a good vehicle for helping to quality control the process and to make the overall guidance from the centre more user friendly' (Report W). The extremely short timetable for the implementation of the UK Online Computer Training initiative meant that, in the early stages, systems were not fully developed, operational messages at times conflicted and failed to coincide with advertising (Report X).

Policy divisions need a thorough understanding of the way the field operates, what it needs and what it can offer

Reports also comment on variable perceptions about the field, the importance of a 'proper understanding of the [field's] purpose and role' and a 'better awareness of opportunities to add value by exploiting local contacts, partnership development, encouraging collaboration, providing coherence and linkages across DfEE strategies and funding streams' (Report 75). (See also J2: Operational management).

J1.2 Policy/programme development – funding

QPID Information

Summary

- Concerns about underfunding of special needs training
- Underestimate of the cost of administrative support to partnerships
- Concerns about funding through limited, ring-fenced pots of money
- Mixed reviews over bidding for funds.

Concerns about underfunding of special needs training

The Life Skills element of the Learning Gateway was expensive provision with 'low occupancy and low levels of funding restricting [providers'] ability to deliver a personalised programme' (Report 87). 'The block funding arrangement had been introduced because the TEC recognised the difficulties faced by providers in maintaining financial viability where occupancy is low and the programme small' (good practice guide RP/2). While providers subsidised special needs training 'opportunities for subsidy are declining, including cross-subsidy out of mainstream training' (Report 49). And this can extend into mainstream training: 'the funding systems for WBTYP (before April 2001) have discouraged some providers from risking lower ability trainees on FMA when an NVQ 2 through OT is a safer option (Report Y).

Underestimate of the cost of administrative support to partnerships

Reports on Education Business Partnerships and the groups supporting the linkage of FE college business to the labour market both record an underestimate of the cost of administrative support to partnerships (Reports 50, 58). The principal concerns of most [Learning] Partnerships were: shortage of resources to run effectively; lack of appreciation of the time and effort involved in administration; bureaucracy associated with running the Partnership' (Report 92).

Concerns about funding through limited, ring-fenced pots of money

Development funding through ring-fenced pots of money gave little support for sustained work. The cost of getting funding and uncertainty about future funding 'inhibited planning and recruitment', with 'an inability to sustain core work after

development was completed, pursue long-term impact or develop a long-term strategy'. It needed a 'better balance between short-term development funding and longer term activity funding' (Report 79). 'Some [workforce development] initiatives take time to establish and it can be difficult to develop and extend them when budgets are allocated for a limited period' (Report 93).

Mixed reviews over bidding for funds

Funding through bidding and matched funding has mixed reviews. On the one hand 'Bidding for Competitiveness Funds had made colleges more outward looking and focused on customers and the labour market and was also welcomed as value for money, engaging private funding and improving relationships' (Report 50). 'The engagement of additional funding ensured partnership approaches which added even greater value than the sum of the individual efforts of partners; progressing the strategic agenda, facilitating co-ordination and supporting innovation and self help' (Report 83). However, there is a 'bewildering range of potential funding sources' (Report 69) and the 'cost and bureaucracy of the bidding process' and 'the unhelpful short term nature of the funds obtained' diverted effort from mainstream activity and made it hard to keep good staff (Reports 58, 68).

J1.3 Policy/programme development – priorities and targets

QPID information

Summary

- The most important factor in ensuring high levels of delivery performance is setting demanding targets and monitoring them.
- However the very power of the tools can have unhelpful effects.
- Cluttered or conflicting targets impede performance.

The most important factor in ensuring high levels of delivery performance is setting demanding targets and monitoring them

The benefits of clear priorities and demanding targets are evidenced in numerous reports covering different topics and their absence is similarly remarked. 'The impressive leverage on all parties exerted by ministerial priority and the effect of the TEC licensing process' (Report 49) and evidence of 'improved performance brought about by Government Office setting demanding targets and monitoring progress in them (Report 53). 'The absence from their [TEC] contracts with Government Offices of both targets and incentives for NTA had been seen to act as a disincentive to take it seriously' (Report V).

However the very power of the tools can have unhelpful effects

However, the very power of the tools can stimulate selection by TECs and providers or divert attention from other priorities that are less well articulated. 'Though a main

plank of DfEE policy, DfEE and GOs pay little regard to labour market responsiveness. Other priorities and the associated incentives and targets militate against TEC best endeavours in this area (Report 46) and 'Providers were selective in who they took on, decisions often determined by TEC/CCTE comparison tables and weighted funding (Report 73). Although they are not a national requirement, 'some TECs applied maximum stay limits [for WBLA] to deal with the combined effects of the numerical targets for starts and the fixed budget for trainees' allowances' (Report 91). 'Some careers services report that the local monitoring of Learning Gateway performance by their Government Office has been a source of pressure to designate more personal advisers and thus to withdraw staff from work with clients in education' (Report T)

Cluttered or conflicting targets impede performance

'The sheer number of objectives, priorities, essentials and desirables [meant there was] always the danger that what really mattered did not receive attention' (Report 59).

J1.4 Policy/programme development – product marketing and promotion

QPID information

Summary

- Promotional work is more effective when it engages the combined effort of all partners.
- The centre has an important promotional role in support of field initiatives.
- Effective marketing activity to employers focused on the contribution of a competent workforce to business improvement.

Promotional work is more effective when it engages the combined effort of all partners

Effective promotion involved a partnership between all participants including the centre. Successful TEC/CCTEs had 'involved [their] partners from the start in positioning and marketing Modern Apprenticeships and kept high quality communication channels open at all times' (Report 61). 'TECs who form partnerships with others in training and development.... can engage and support their employers more effectively' (good practice guide GPS/RS/1).

The centre has an important promotional role in support of field initiatives

National promotional work including product positioning, image building and marketing is also important, even where the principal promotional effort will be local. It encourages participation in programmes and stimulates commitment, ownership and priority among partners and board members. 'DfEE should maintain a strong national brand marketing campaign to provide a backcloth to local initiatives' (Report 61).

Effective marketing activity to employers focused on the contribution of a competent workforce to business improvement

TECs found it 'better to concentrate messages on the business benefits of workforce development' (Report 85). 'TECs can engage employers when they focus on business benefits rather than starting with the NVQ process' (good practice guide GPS/RS/1). 'Effective training plans start with identifying business priorities' (good practice guide GPG 6/8). 'SMEs say they want training that improves their day to day work and business outcomes' (good practice guide GPS/WD2/1/99).

Topic J2: Operational management

Keywords: Delivery partnerships, contracting, communications across the supply chain, GO/TEC/college management

FEDA material

Summary

Constant reiteration of management good practice:
- virtuous cycle of commitment, planning, action and evaluation
- importance of senior management commitment to initiatives and programmes
- the need to designate specialist staff to implement initiatives and programmes
- the importance of staff development
- the importance of good communication
- the importance of good governance.

The complexity of working with external stakeholders:
- being sensitive to the cultures of different stakeholders
- recognising the high transaction costs in many relationships.

The value of working in partnership.
The value of management information.
The need to contextualise good practice.

Constant reiteration of management good practice

The virtuous cycle of commitment, planning, action and evaluation is illustrated in a number of contexts, for example, college responses to inspection regimes (Dixon and Moorse 1998), college implementation of 'sustainable development' (Khan 1999), and college involvement in basic skills programmes (Lawson 1999).

The importance of senior management commitment to initiatives and programmes is noted. For colleges to develop a 'self-critical improving culture', the tone needs to be set by the principal (Dixon and Moorse 1998). If colleges are to be truly responsive to employers, senior managers need to free up resources and structures to make this possible (Hughes 1996a).

The need to designate dedicated staff with the required specialist skills to implement initiatives and programmes, for example, Modern Apprenticeships (Armstrong 1997), inclusive learning (Clift-Harris *et al* 1998) and key skills (Munday and Faraday 1999).

The importance of staff development. Developing part-time staff needs to be built into a strategic human resource policy (Walker 2000). Specialist curriculum areas need their own development (Lawson 1999).

The importance of good communication, for example, in collaborative work with schools (FEDA 1999).

Good governance means principal and governors understand the difference between good management and good governance. It means an effectively managed flow of information, which includes coordinating the agendas of sub-committees. Governors need to be appropriately selected, inducted and trained and to be both challenging and supportive (Dixon and Walker 2000).

The complexity of working with external stakeholders

Being sensitive to the cultures of different stakeholders, whether schools (Hull *et al* 1998), employers (Hughes and Cottam 2000) or the local community (Demos and LSDA 2000).
Recognising the high transaction costs in many relationships, for example, Competitiveness Fund bids (Hughes 1996b).

The value of working in partnership

Modern Apprenticeships work better when delivered by colleges, employers and TECs in partnership (Armstrong 1996). Employer and college partnerships need agreement over principles and processes (Hughes and Cottam 2000). Other examples of partnership models relating to schools (Hull *et al* 1998), New Deal (Kypri *et al* 1998), Regeneration (Mager 2000) and Basic Skills (Lawson 1999). Lifelong Learning Partnerships have the potential to increase collaboration and perhaps to monitor the quality of provision. If Partnerships are not influential they will be ignored. They have a common interest in increasing the demand for learning (Ashby 1999).

The value of management information

There is plenty of information available in FE but its use needs more development (Davies and Rudden 2000). People and processes are as important as technology (Owen *et al* 2000).

The need to contextualise good practice

Impact analysis will help the college gain from the wider benefits of participation in New Deal, such as improved links with employers and the community (Kypri *et al*

1998). The common theme of effective basic skills provision is its integration into the strategy and organisation of the college and its contextual sensitivity (Lawson 1999). Successful retention strategies tend to be local and contextualised but they follow a common process of development: investigation of specific causes, development of retention strategies, evaluation of progress, followed by continuing development (Martinez 1997, Martinez and Munday 1998). Working with disaffected young people requires a learner-centred approach that has thought through the application of good practice (Taylor 2000).

J2.1 Operational management – systems

Keywords: Commitment, resources, contracting, GO/TEC/College management, monitoring review and evaluation.

QPID information

Summary

- Top management commitment, a dedicated champion and competent team are essential.
- Good contracting practice contributes to output achievement.
- Monitoring, review and evaluation are important but very variable in practice.
- Frequent reviews early in training are valuable to improve retention.

Top management commitment, a dedicated champion and competent team are essential

In the early stages of a new programme or initiative, senior commitment is essential to give it the priority and resources it needs. 'For TECs successful techniques [implementing Modern Apprenticeships] include Board commitment and involvement and a dedicated management team' (Report 53). 'A visible clear lead from the Board and a senior manager to champion and challenge' (Report 86). 'It is important to get the commitment of senior players in the various organisations, for example the Director of Social Services. This is crucial to the success of the project' (good practice guide GPS/S1/1/98).

Good contracting practice contributes to output achievement

Reports feature the value of developing good contracting practice including establishing effective relationships, sharing strategy and overall direction and particularly clear priorities and challenging targets on contracted outcomes (Reports 45, 59).

Monitoring, review and evaluation are important but very variable in practice

Many reports stress the importance of monitoring and review. There were encouraging signs; 'an increasing involvement of local research and management information teams to establish baselines for programmes and propose actions' (Report 86). Common weaknesses were noted. These included: 'significant variation in the extent to which they [TECs and providers] carried out such monitoring (Report 46); 'little formal review of strategy and failure to measure impact' (Report 86); 'the need for evaluation and review procedures was acknowledged by all, but had been established by few and used by even fewer' (Report 68); evaluation of strategies was 'the weakest aspect of the management process; often an after thought' (Report 83). 'The complexity of some initiatives involving many different partners and different funding strands all with different reporting and time constraints was seen as a barrier to effective evaluation and longer term impact assessment' (Report 93).

Frequent trainee reviews early in the programme are valuable to improve retention

Trainee reviews were usually carried out quarterly. However, 'more frequent reviews, perhaps every two weeks, had been helpful during the first six weeks for those at risk of early leaving' (Report 76) and 'close monitoring of progress was often required to ensure the support on offer met their [trainees with disabilities] needs (Report 84). 'The agreed arrangements included four-weekly three-way reviews involving the young person, their Personal Adviser and training provider.' (good practice guide RP/2). And 'the review and support process can also be used to highlight opportunities and potential for progression within the Youth Programme.' (Report 76). (See also Topic G, Barriers to participation)

J.2.2 Operational management – Communications, partnerships and networking

Keywords: Delivery partnerships, communications and networking across the supply chain

QPID information

Summary

- Effective, active communications are important, particularly:
  - consistent messages from different policy divisions
  - listening as well as telling
  - close and effective communications between practitioners.

- Effective partnerships are essential to the smooth and efficient operation of most DfEE initiatives and programmes.
- It is not always easy to engage the desired partners.
- Partnerships need active management and direction.
- Partnerships can be expensive to administer and may be at risk during transition.
- Networking and sharing good practice are valuable practices with significant performance benefits and cost savings.
- Networking often needs stimulating.

Consistent messages from different policy divisions

While communications from the DfEE centre were generally rated fairly well and improving, there were messages for policy divisions about openness and consistency. Operational issues were often better communicated than those of policy (Reports 59, 75, 89). Particularly important from policy divisions was a willingness to share programme strategy and linkages (Reports 45, 59, 75). See also Section J1.1 Policy / programme design. (See also J1.1 Product design)

Listening as well as telling

Less is said in reports about upward communications and consultation processes. There are examples of effective communications mechanisms such as twinning, skills and enterprise forums, workshops and policy development groups but they may be patchily understood and were inconsistently used. Consultation arrangements were too often used as communication channels (Reports 45, 75).

Close and effective communications between practitioners

Several reports identify the potential benefits from strong and consistent working links. 'While good practice exists, more could be done by all concerned to improve communications and the effectiveness of referral, selection and entry procedures'. (Report 72). 'Partnerships in many areas still need considerable development, particularly at practitioner level where there is often a lack of awareness of the initiatives in place' (Report 87). 'WLBA providers and Employment Service should try to improve communications between them.' (Report 91).

Effective partnerships are essential to the smooth and efficient operation of most DfEE initiatives and programmes

The value of partnerships receives frequent attention. 'Successful TECs had built excellent relationships with their partners from the start' (Report 61). Partnerships have a valuable contribution to planning' (Report 86), help to 'progress the strategic agenda ' (Report 83) and create 'a more efficient co-ordination of provision' (Report 90). 'The excellent working relationship which developed between the LSCPD team in DfEE head office and the GO appointments teams was obviously a key factor in the overall success of the [LSC recruitment] exercise' (Report W). 'The development of a range of partnerships could enable the provision of a wider range of services and more comprehensive information to clients' (good practice guide GPG 6/5). These [TEC - school] partnerships bring many important benefits, such as improved SATS achievements and GCSE passes, a demonstrable rise in key skills, and improved attendance' (good practice guide GPG 3/1).

It is not always easy to engage the desired partners

'Ownership [of new initiatives] by main partners, teachers, careers services, employers, providers is essential' (Report 61). 'TECs and their partners reported that the partnerships were productive with good working relationships [but] obstacles included different funding mechanisms, different objectives, different agendas or

working methods or partners driving their own agenda too strongly' (Report 79). A frequent problem was of 'entrenched positions being engendered / perpetuated by funding systems which encourage direct competition for clients.' (Report 68).

Partnerships need active management and direction

Partnerships work best 'where there are higher levels of input from senior officials' (Report 90), where there was clear 'leadership in the form of a strong, committed, dynamic chairperson [and where] members to play an active role' (Report 68). 'The quality and calibre of the Manager/Coordinator is seen as crucial to the success of the [Learning] Partnership' (Report 92).

Partnerships can be expensive to administer and may be at risk during transition

The cost of administering formal partnerships could be easily overlooked and contributions were often in kind rather than cash. 'Partnerships needed sufficient secretariat resource' (Report 79). 'Several [Learning] Partnerships expressed concern about their long term future once the Learning and Skills Council becomes fully established, particularly those that are heavily dependent on TECs for help and support' (Report 92). 'There was some evidence that impetus was being lost...because of the transition to new post-16 structures and uncertainty about the availability of 'gap' funding' (Report 93).

Networking and sharing good practice are valuable practices with significant performance benefits and cost savings

'Establishing and using networks pays dividends' (good practice guide GPG 6/3). 'Evidence suggests the greater the networks and links within the community, the greater the benefits for the [Training] Centre and its students' (good practice guide GPS/S1/1/98). Identified benefits from networking, benchmarking and sharing working practice include reductions in variability and improvements to performance and quality. (Reports 45, 53, 68); the opportunity for better communication and co-operation (Reports 45, 68); reduced burdens (Report 48); quicker and more effective implementation of new initiatives (Reports 50, 61); less isolation (Reports 70, 81); lower development costs (Report 89, good practice guide GPG 6/5).

Networks often need stimulating

Networking and sharing rarely occur spontaneously among busy practitioners. Reports frequently recommend coordinating organisations (eg DfEE, government offices, NTOs, awarding bodies, etc) to promote partnership activity to improve performance and consistency and speed up development (Reports 45, 48, 61).

Appendix 1: Topic-related FEDA material

Armstrong P. *Back to the future: what are Modern Apprenticeships?'* FEDA Bulletin 1 (12),1996.
Audience: managers
Purpose: research into practice
Topics: J1, J2
Summary of research into nine colleges involved in the early stages of Modern Apprenticeships.

Armstrong P. *Delivering Modern Apprenticeships.* FE Matters 1 (16). FEDA,1997.
Audience: managers
Purpose: good practice guide
Purpose: research into practice
Topics: D, J2
Research into the involvement of 12 colleges in the delivery of MAs identifying key issues for colleges including: funding; curriculum; coordination; partnerships and progression.

Ashby P. *FEDA strategy session: the post-16 review.* FEDA,1999.
Audience: policy-makers
Purpose: consultation response
Topics: J1, J2
The conclusions of a FEDA strategy session to discuss the post-16 review before the launch of the White Paper *Learning to succeed.*

Barnard P and Dixon S. *Value added: beyond A-levels to vocational programmes?* FEDA Bulletin 2 (4). FEDA, 1998.
Audience: managers, policy-makers, teachers
Purpose: research into policy
Topics: E, J1
Exploration of the concept of value added and its current use in colleges. Explores the feasibility of applying the concept to GNVQ and makes recommendations.

Barwuah A and Andrews M. *Widening participation on inner-city estates.* FEDA bulletin 2 (8). FEDA,1999.
Audience: managers
Purpose: research into practice
Topics: G, H
Research into attitudes to further education in three high-density housing estates.

Barwuah A *et al. Additional support, retention and guidance in urban colleges.* FEDA, 1997.
Audience: managers
Purpose: research into practice
Topics: A, G

Report of three projects undertaken by the Urban Colleges Network between 1996–7 investigating problems with student retention and seeking to identify factors that might be specific to the urban environment.

Bloomer M and Hodkinson P. *College life: the voice of the learner.* FEDA, 1999.
Audience: policymakers
Purpose: research into practice
Topics: A, C
A longitudinal study of 49 young people at three colleges tracing their 'learning careers'.

Clift-Harris J. *Inclusive colleges: building on current practice in inclusive learning.* FEDA Bulletin 2 (5). FEDA,1998.
Audience: managers
Purpose: good practice guide; research into practice
Topics: B, H, J2
Research into 12 colleges known for successful inclusive practice with recommendations of good practice.

Dadzie S. *Equality assurance: self-assessment for equal opportunities in further education.* FEDA,1998.
Audience: managers
Purpose: good practice guide
Topics: H
Manual setting out guidance for college equal opportunity policies and self-assessment procedures.

Davies P. *Learning and earning: the impact of paid employment on young people in full-time education* . FEDA, 1999a .
Audience: managers; policy-makers
Purpose: research into practice
Topics: G, I
Report on first stage of a research project looking at the impact of part-time employment on young people in full-time education. Looks at patterns of work, attitudes of young people, attitudes of colleges and implications for policy makers and managers.

Davies P. *What makes for a satisfied student?* FEDA bulletin 2 (7). FEDA, 1999b.
Audience: managers
Purpose: research into practice
Topics: A
A concise summary of the research on student satisfaction in FE colleges.

Davies P, Rudden T. *Differential achievement: what does the ISR profile tell us?* LSDA, 2000.
Audience: managers; policy-makers
Purpose: research into practice
Topics: H, J2

Report of first stage of a project investigating to what extent differences between college achievement rates can be explained by differences in the profile of the students.

Demos, LSDA. *Learning communities: strengthening lifelong learning practice*. LSDA, 2000.

Audience: policy-makers
Purpose: research into policy
Topics: J1, J2
A leaflet setting out the agenda for three research seminars examining learning and communities with the promise of a later report.

Denston G. *Engineering: information pack for GNVQ teachers*. FEDA 1999a.
Audience: teachers
Purpose: curriculum pack
Topics: D
Resource for practitioners delivering GNVQ in Engineering.

Denston G. *Manufacturing: Information pack for GNVQ teachers* FEDA, 1999b.
Audience: teachers
Purpose: curriculum pack
Topics: D
Resources for practitioners delivering GNVQ in Manufacturing.

Dixon S and Moorse R. *Self-assessment in practice*. FEDA, 1998.
Audience: managers
Purpose: good practice guide
Topics: F, J2
A guide to college managers on producing self-assessment reports which meet 1998 inspection regime requirements. Contains checklists, staff development activities and sample pro formas. Note that the inspection regimes described here are likely to change.

Dixon S. and Walker E. *Self-assessment for improvement*. FEDA, 2000.
Audience: managers and teachers
Purpose: good practice guide
Topics: F, A, J2
A guidance manual to help colleges create a self-critical, improving culture through assessing their own performance.

Ebrahim N. *GNVQ Support Programme evaluation report 1999/2000*. FEDA, 2000.
Audience: managers and policy-makers
Purpose: evaluation of practice
Topics: D, E
Report evaluating the GNVQ Support Programme in 1999/2000

FEDA *Learning styles* FEDA,1995.

Audience: teachers
Purpose: good practice guide
Topic: C
Guide to teachers on diagnosing student learning styles and improving their learning-to-learn skills.

FEDA. *Non-completion of GNVQs.* FEDA, 1998
Audience: policy-makers
Purpose: research into practice
Topics: A, D, E, J
Research into drop-out, retention and completion in GNVQ courses in schools, sixth form colleges and FE colleges conducted during 1997.

FEDA. *Partnerships that work: a good practice guide to work-related learning for schools and colleges.* FEDA, 1999.
Audience: managers
Purpose: good practice guide
Topics: D, F, G, I, J2
A guide for school and college managers on setting up work-related provision for school pupils in colleges. Includes: creating links; designing the curriculum; explaining to staff; organising practicalities; explaining to pupils and parents; quality monitoring.

FEU. *Core skills action pack: principles for the development of core skills across the curriculum.* FEU,1993.
Audience: managers, teachers
Purpose: good practice guide
Topics: D
Guidance for colleges seeking to implement core skills (now key skills). Includes advice on institutional management; curriculum development; learner participation; learning opportunities and assessing achievement.

FEU. *Tackling targets.* FEU,1994.
Audience: managers
Purpose: good practice guide
Topics: A
Guidance for FE on national targets implementation including good practice gathered in 1993.

FEU. *Disability, learning difficulties and further education.* FEU, 1995.
Audience: managers
Purpose: consultation response
Topics: H
FEU evidence and recommendations to the Tomlinson Committee on Disability and Learning Difficulties in FE.

Field P. *Further forward: the local economic development audit and planning toolkit for FE.* FEDA, 1998.
Audience: managers

Purpose: good practice guide
Topics: I
Audit and planning toolkit to help FE managers understand their college's current and potential role in local economic development.

Fletcher, M. *Education maintenance allowances: the impact on further education.* FEDA, 2000.
Audience: policy-makers
Purpose: research into policy
Topic: G
FEDA's assessment of the impact of the pilot Educational Maintenance Allowances on FE colleges and students.

Fletcher M. *Learning to succeed: post-16 funding second technical consultation paper.* FEDA, 2000.
Audience: policy-makers
Purpose: consultation response
Topics: G, J1
FEDA response to consultation questions in the DfEE post-16 funding second technical paper.

Fletcher, M. *Lifelong learning: is there a logic for loans?* LSDA, 2001.
Audience: policy-makers
Purpose: research into policy
Topic: G
A report identifying the possible role of loans in funding lifelong learning. Summarises present knowledge and identifies work needed before policy proposals can be developed.

Foster P *et al. A sense of achievement: outcomes of adult learning.* FEDA,1997.
Audience: managers and policy makers
Purpose: research into policy
Topic: E
A report using case studies and reviews of past policy to recommend an approach to learning outcomes for adults that is not accreditation driven.

Green M and Bartram D *Initial assessment to identify learning needs.* FEDA, 1998.
Audience: managers
Purpose: good practice guide
Topic: E
Book helping colleges implement initial assessment based on outcomes of two FEDA projects. It offers best practice, technical information and advice.

Green M and Milbourne L. *Making learning support work.* FEDA, 1998.
Audience: managers
Purpose: evaluation of practice
Topics: A, B
A report evaluating the approach to learning support in eight FE colleges.

Hand J and Wright W. *Youth work in colleges: building on partnership*. FEDA, 1997.
Audience: managers
Purpose: good practice guide and research into practice
Topics: A, B, D, F
Report of the outcomes of a joint FEDA/ National Youth Agency project describing some of the youth work that supports FE and providing materials for colleges to assess the contribution of youth work to their mission. Note the introduction of the Connexions Strategy since this report was published.

Hodgson-Wilson L *et al. Health and Social Care: information pack for GNVQ teachers*. FEDA, 1999.
Audience: teachers
Purpose: curriculum pack
Topics: D
Resources for practitioners delivering GNVQ in Health and Social Care.

Hollin F and Tait T. *IT key skills: integration, delivery and assessment in vocational programmes*. FEDA Bulletin 2 (9). FEDA, 1999.
Audience: teachers
Purpose: good practice guide
Topics: D
Bulletin disseminating good practice about the integration, delivery and assessment of IT key skills in GNVQ with case studies from nine colleges.

Hughes M. *Colleges working with industry*. FE Matters 1 (3), 1996a.
Audience: managers
Purpose: good practice guide
Topics: I, J2
A handbook for colleges seeking to increase their responsiveness to employers' needs. Includes a rationale for responsiveness; an audit tool for colleges; case studies; planning issues for colleges.

Hughes M. *Competing for business: colleges and the Competitiveness Fund*. FEDA Bulletin 1 (13), 1996b.
Audience: managers
Purpose: research into practice
Topics: I, J2
A bulletin summarising research on college involvement in Competitiveness Fund bids. Issues considered include: needs analysis and labour market information; employer support; regional involvement; links to college strategic plans; effects on the curriculum.

Hughes M. *Learning with business: FE staff secondments to business and industry*. FEDA, 1998.
Audience: managers
Purpose: good practice guide; research into practice
Topics: B, I, J1

Research and good practice concerning FE college staff placements and secondments into business with the implications for staff development and curriculum development.

Hughes M. *Business associates in colleges*. FEDA, 1999.
Audience: managers
Purpose: research into practice
Topics: B, I
Report looking at the benefits of having secondments from business into colleges plus some case studies. Not a widespread practice but expansion recommended.

Hughes M and Brain S. *Learning to progress: developing basic skills for the workforce in central London*. FEDA,1999.
Audience: managers
Purpose: research into practice
Topics: G, I, J1
FEDA research with Central London TEC and colleges into individual learning accounts as a means of funding basic skills at work. Contains a framework for the review and development of provision.

Hughes M and Cottam S. *Partnerships fo skills: investing in training for the 21st century*. LSDA, 2000.
Audience: managers; policy makers
Purpose: research into practice
Topics: I, J1, J2
Report of research into partnerships between colleges and employers. Includes: literature review, processes for implementing partnerships and case studies.

Hughes M and Kingsford M *A real job – with prospects: supported employment opportunities for adults with learning difficulties and disabilities'*. FE Matters 1 (13), 1997.
Audience: managers
Purpose: research into practice
Topics: H, I
Report of project that examined effective models of support for assisting adults with learning difficulties and disabilities to obtain and maintain employment.

Hughes M and Kypri P. *Beyond responsiveness: promoting good practice in economic development*. FEDA, 1998.
Audience: managers
Purpose: research into practice
Topics: I
Introduction to regional development plus case studies of college action relating to employment; enterprise; regeneration and regional planning.

Hughes M and Mager C *The skills agenda: issues for post-16 providers*. FEDA, 2000.
Audience: managers
Purpose: research into policy

Topics: I, J1
Discussion of the skills debate from a FE perspective.

Hughes M and Stoner F. *Understanding and sustaining employability* . FEDA, 2000.
Audience: policy-makers
Purpose: research into practice
Topics: I
Literature review and case studies on defining and implementing employability. Conference summary; full report published in 2001.

Hull L *et al. Planning the 14-19 curriculum.* FEDA, 1998.
Audience: managers
Purpose: good practice guide; research into practice
Topics: B, D, F, J1, J2
Good practice in curriculum design and implementation based on two research projects. Includes: funding; policy; staffing and staff development; curriculum framework; partnerships; quality.

Jenkins T and Smith D. *Media: Information pack for GNVQ teachers.* FEDA, 1999.
Audience: teachers
Purpose: curriculum pack
Topics: D
Resource for practitioners delivering GNVQ in Media.

Johnstone D and James S. *Competence and competitiveness: colleges and local economic development.* FEDA, 2000.
Audience: managers
Purpose: good practice guide
Topics: B, I
Learning needs analysis tool designed to develop competence in economic development and partnership building for FE staff.

Key Skills Support Programme. *Summary of the first year.* FEDA, 2000.
Audience: managers and policy-makers
Purpose: evaluation of practice
Topic: D
Evaluation of the first year of the development programme to support the introduction of key skills into schools and colleges.

Khan S A. *Towards sustainability: a guide for colleges.* FEDA, 1999.
Audience: managers
Purpose: good practice guide
Topics: J2
Guide explaining how colleges can develop 'sustainable' practices, ie practices that enable people to realise their potential and improve their quality of life in ways that protect and enhance the earth's life support systems.

Kypri P *et al. The New Deal: a handbook for colleges.* FEDA, 1998.
Audience: managers

Purpose: good practice guide
Topics: G, I, J2
Loose-leaf folder for college managers implementing the education option in New Deal includes: context; delivery; Gateway; education and training option; supporting other options; impact analysis.

Lawson L. *Spotlight on Learning: Basic Skills.* FEDA,1999.
Audience: teachers
Purpose: good practice guide
Topics: A, B, C, D, E, H I, J2
Good practice framework plus 18 articles illustrating practice in FE colleges.

Lockitt B. *Learning styles: into the future.* FEDA, 1997.
Audience: managers and teachers
Purpose: good practice guide
Topic: C
Guidance and staff development activities to help colleges use ILT to support and extend student learning styles.

Lockitt B. *Right tools for the job: evaluating multimedia, flexible and open learning materials.* FEDA, 1999.
Audience: managers; teachers
Purpose: good practice guide
Topics: C
Guide to evaluating multimedia, flexible and open learning materials.

Mager C and Hughes M. *Ufl negotiated work-based learning route.* FEDA, 1999.
Audience: policy-makers
Purpose: research into policy
Topics: I, J1
Summary of FE experience that could be relevant to Ufl work with SMEs.

Mager, C. (2000*) National strategy for neighbourhood renewal: a framework for consultation.* FEDA.
Audience: policy-makers
Purpose: consultation response
Topic: I - learning and labour market; J1 - impact of govt policy; J2 - management
FEDA response to the Government paper, *National strategy for neighbourhood renewal*, endorsing the strategy and suggesting ways in which FEDA and the post-16 education sector can contribute.

Mager C *et al. The new learning market.* FEDA, IPPR, 2000.
Audience: policy-makers
Purpose: research into policy
Topics: I, J1
Seminar papers from summer 1999 discussing the implications of the government's plans to create a new learning and skills sector. They deal with the learning market, mutuality, funding, performance indicators, drivers for change and employers' needs.

Martinez P. *Student retention in further and adult education: the evidence.* FEDA, 1995.
Audience: managers
Purpose: research into practice
Topics: A
A review and analysis of the research on retention, an analysis of interventions and future research priorities.

Martinez P. *Improving student retention: a guide to successful strategies.* FEDA, 1997.
Audience: managers; teachers
Purpose: good practice guide
Topics: D, E, A, J2
Guide sharing the experiences of 20 colleges that have developed successful strategies for improving student retention.

Martinez P. *Aiming at achievement.* FEDA, 1999.
Audience: managers
Purpose: research into practice
Topics: A
Summary of FEDA's research and programmes aimed at raising achievement.

Martinez P. *Raising achievement: a guide to successful strategies.* FEDA, 2000.
Audience: managers and teachers
Purpose: good practice guide
Topics: B, C, D, A
A guide reviewing the practices of colleges that have successfully raised achievement rates, with an overview and suggestions for further reading. Complements Martinez (1997) guide to retention.

Martinez P *et al* . *Staff development for student retention in further and adult education* FEDA, 1998.
Audience: managers
Purpose: research into practice
Topics: B, A
Report based on the staff development work of 20 colleges and adult education services with an extended case study from Lambeth College. Also contains proposals for effective practice.

Martinez P and Munday F. *9,000 voices: student persistence and drop-out in further education.* FEDA, 1998.

Audience: managers; policy-makers
Purpose: research into practice
Topics: A, J2
Report of research into retention based on data from 31 colleges.

Merrill B. *The FE college and its communities.* FEDA, 2000.
Audience: managers; policy-makers

Purpose: research into policy
Topics: A, G
Report of research into the way in which colleges serve their communities. Addresses the identity and purpose of further education.

Mitchell C. *Transforming teaching: selecting and evaluating teaching strategies.* FE Matters 1 (14). FEDA, 1997.
Audience: teachers
Purpose: good practice guide
Topics: C - pedagogue
Guidance developed in conjunction with six colleges into the selection of appropriate teaching strategies for different learning situations.

Mitchell C and Bone M *Tackling drugs together: addressing the issues in the FE sector* FE Matters 1 (18), FEDA,1997.
Audience: managers
Purpose: research into practice
Topics: G
Report of research into how colleges deal with drug use among students.

Mitchell C *et al. Ain't misbehavin'.* FEDA, 1998.
Audience: managers, teachers
Purpose: good practice guide, research into practice
Topics: A, C
A manual for college managers and teachers on developing whole-college approaches to disruptive behaviour.

Munday F and Faraday S. *Key skills: strategies in action.* FEDA, 1999.
Audience: managers; teachers
Purpose: good practice guide; research into practice
Topics: B, D, J2
Action research in nine colleges leading to advice on implementing key skills on a whole college basis. Key skills are: communication; application of number; information technology, improving own learning, working with others and problem solving.

Owen J *et al. It's a people thing: demystifying college information.* FEDA, 2000.
Audience: managers, teachers
Purpose: good practice guide
Topics: J2
Report showing that people and processes rather than computers determine the effective use of management information in a college.

Peeke G. *Improving teaching and learning: FEDA's contribution and examples of college good practice.* FEDA, 1999.

Audience: managers
Purpose: research into practice
Topics: B

Summary of FEDA's work on teacher development plus three case studies of college initiatives to improve teaching.

Peeke G. *Compulsory teaching qualifications for FE teachers.* FEDA, 2000.Audience: policy-makers
Purpose: consultation response
Topic: B
FEDA response to FENTO proposals for compulsory teaching qualifications for FE teachers.

Reisenberger A. *Inspecting post-16 education and training: informal consultation on the common inspection framework.* FEDA, 2000a.
Audience: policy-makers
Purpose: consultation response
Topic: F
FEDA's response to *Inspecting post-16 education and training – informal consultation on the Common Inspection Framework.*

Reisenberger, A. (2000b) *Raising standards in post-16 learning.* FEDA
Audience: policy makers
Purpose: consultation response
Topics: F
FEDA response to the government consultation *Raising standards in post-16 learning.*

Tait T. *FEDA's 2020 vision: why we need a credit-based qualifications system.* FEDA
Audience: policy-makers
Purpose: research into policy
Topics: E
A leaflet setting out FEDA's vision of how a credit framework could enhance the UK qualifications system.

Taylor S. *Back on track: successful learning provision for disaffected young people.* LSDA, 2000.
Audience: policy-makers
Purpose: research into practice
Topics: A, H, J2
Report of research designed to develop principles to be embedded in programmes designed for 16–18 year olds not involved in education, employment or training.

Taylor S. *Improving work-based learning through employer links: report and good practice guidelines.* FEDA. 2001.
Audience: managers and teachers
Purpose: good practice guide
Topic: A, I
Guidelines for engaging employers in work-based learning programmes, including case studies and suggestions for extending practice.

Walker E *et al. Effective management of part-time lecturers.* FEDA, 2000.

Audience: managers
Purpose: research into practice
Topics: B, J2
Research into the preferences, performance and management of part-time teaching staff in FE.

Wertheimer A. *Images of possibility: creating learning opportunities for adults with mental health difficulties.* NIACE, 1997.
Audience: managers; teachers
Purpose: good practice guide; research into practice
Topics: B, A, G, H
Manual of guidance on providing learning opportunities for those with mental health difficulties, based on research and good practice.

Wingfield A J. *Science: information pack for GNVQ teachers.* FEDA, 1999.
Audience: teachers
Purpose: curriculum pack
Topics: D
Resource for practitioners delivering GNVQ in Science.

Appendix 2: Topic-related QPID material

QPID study reports

*QPID study report 44: TEC-provider funding (August 1996)*Audience: national policy-makers
Purpose: research into practice
Topic: J1.2
Describes the various models used by TECs to fund different types of provider of youth and adult training.

QPID study report 45: review of 1995/96contracting round with TECs (1996)
Audience: national policy-makers and Government Offices
Purpose: research into practice
Topics: J2.1, J2.2
Analyses performance and practice in the first year of negotiations with TECs during which government offices had the responsibility.

*QPID study report 46: The influence of labour market needs on the occupational mix of training in YT/MA and TfW (May 1996)*Audience: national policy makers, government offices, TECs and careers services.
Purpose: research into practice
Topics: I, J1.3, J2.1, J2.2
Identifies and explains the factors which determine the occupational mix of training delivered in YT/MA and TfW through TECs and the relative influence of local labour market needs, funding/contracting/performance arrangements and trainees' preferences.

QPID study report 48: TEC approaches to engaging small and medium enterprises in Modern Apprenticeships (May 1996
Audience: national policy-makers, TECs, and ITOs.
Purpose: research into practice
Topics: F, I, J1.1, J1.4, J2.2
Considers the factors influencing the participation of small and medium enterprises in Modern Apprenticeships and reports good practice in how barriers to their participation are being overcome.

QPID study report 49: Review of arrangement to manage and monitor the YT guarantee (1996)
Audience: national policy-makers, government offices, TECs and careers services.
Purpose: research into practice
Topics: J1.2, J1.3, J2.2
Reviews the policy and operation of the YT guarantee including the mechanisms used to monitor the guarantee, the way TECs and careers services provide for the more difficult cases and the nature of the relationships between the partners.

QPID study report 50: Improving the responsiveness of FE colleges to labour market needs: the effectiveness of the 1994 Competitiveness White Paper arrangements (August 1996)

Audience: national policy-makers, government offices, TECs, FEFC and FE colleges
Purpose: research into practice
Topics: J1.2, J1.3, J2.1, J2.2
Assesses how the arrangements announced in the 1994 *Competitiveness* White Paper to secure closer cooperation between colleges, TECs, Government Offices and the FEFC are operating, the effectiveness of the processes and outcomes, reporting on the implications for policy and operations.

*QPID study report 53: Achieving Investors in People recognitions (July 1997)*Audience: national policy-makers, Government Offices and TECs.
Purpose: research into practice
Topics: J1.1, J1.3, J1.4, J2.1, J2.2
Explores the factors that influence the conversion from commitments by employers into Investors in People recognitions and the related management and practices used by TECs and others.

QPID study report 56: Study of Modern Apprenticeships and people from ethnic minorities (July 1997
Audience: national policy-makers, Government Offices, TECs, careers services and ITOs.
Purpose: research into practice
Topics: A, A, G, H, I, J1.1, J1.4
Analyses performance and the ways in which TECs, careers services and ITOs are approaching under-representation in Modern Apprenticeships by people from ethnic minorities.

*QPID study report 58: A stocktake of education business link mechanisms (February 1997)*Audience. national policy-makers, local partnerships.
Purpose: research into practice
Topics: F, J1.1, J1.2, J1.3, J1.4, J2.1, J2.2
Takes stock of the variety of arrangements linking local businesses and schools; considers the coherence and effectiveness of the mechanisms for local delivery and identifies good practice.

QPID study report 59: Review of the coherence of the DfEE negotiating strategy for 1996–97 TEC contracting round (November 1996 limited publication
Audience: national policy-makers and government offices.
Purpose: research into practice
Topics: J1.1, J1.3, J2.1, J2.2
Considers how well the national negotiating objectives were developed and established, communicated to, and understood by government offices and the extent to which the more important performance and planning targets were met.

*QPID study report 61: Modern Apprenticeships: emerging good practice (February 1997)*Audience: national policy-makers, government offices, TECs and careers services.
Purpose: research into practice
Topics: I, J1.4, J2.1, J2.2
Identifies best practice in the early days of delivering Modern Apprenticeships and the key issues affecting delivery. It considers emerging patterns of delivery and the reasons for variations in performance.

*QPID study report 64: Financial appraisal and monitoring: contact with trainees (July 1997)*Audience: national policy-makers and government offices
Purpose: research into practice
Topics: F, J2.1
Identifies the variety of TEC contact with trainees as a part of financial monitoring and control and advises on the adequacy of the current systems, measures and procedures.

QPID study report 68: Stocktake of national targets task forces (February 1998)
Audience: national policy-makers, government offices, NACETT and TECs
Purpose: research into practice
Topics: I, J1.2, J2.1, J2.2
Takes stock of the progress in establishing national targets task forces. It considers the different models of task force, their activities, and the factors affecting their development and impact.

QPID study report 69: Funding sources for projects for disaffected young people (February 1998)
Audience: local practitioners.
Purpose: research into practice
Topics: H, J1.2
Identifies potential sources of funding, including potential funding levels available and access criteria, for projects for disaffected young people and identifies good practice in accessing them.

*QPID study report 70: Work-based assessment: National Vocational Qualifications and youth programmes (December 1998)*Audience: awarding bodies, standard setting bodies, QCA and TECs
Purpose: research into practice
Topics: B, D, E, I, J2.2
A largely qualitative study that provides an insight into the use of assessment in the workplace by workplace supervisors. It maps the types of assessment in use and considers the implications for NVQs.

QPID study report 71: Modern Apprenticeships and gender stereotyping (March 1999)
Audience: national policy-makers, Government Offices, TECs and careers services.
Purpose: research into practice
Topics: B, F, A, G, H, I, J1.1, J1.4, J2.1

Considers the effects of gender stereotyping on Modern Apprenticeships; the attention given to it by delivery partners including GOs, TECs, careers services, providers and employer and the mechanisms used to combat it.

QPID study report 72: Leaving TfW – trainees who do not achieve a payable positive outcome (April 1999)
Audience: national policy makers, Government Offices and TECs.
Purpose: research into practice
Topics: A, C, D, E, A, G, I, J2.1, J2.2
Considers extent and reasons why people leave training without achieving a positive outcome and examines what practitioners are doing to identify and respond. It also assesses whether there are other uncharted benefits from training.

QPID study report 73: Training for jobs: job outcomes from TfW (April 1999)
Audience: national policy-makers, government offices and TECs.
Purpose: research into practice
Topics: G, I, J1.3
Reviews the characteristics of job outcomes from TfW, the factors that influence the type of job achieved and whether the job outcome provider value for money.

QPID study report 74: Modern Apprenticeships in licensed premises (April 1999)
Audience: national policy-makers.
Purpose: research into practice
Topics: C, E, A, G, I,
Assesses the operation of Modern Apprenticeships in licensed premises, the effects on trainees and employers and advises on the implications of lowering the minimum age for training to 16.

QPID study report 75: The government office tole in education. (May 1999)
Audience: national policy-makers, government offices.
Purpose: research into practice
Topics: J1.1, J2.1, J2.2
Examines the potential range of GO involvement in education, identifying areas where GOs can add value and how current links between education policy and GOs can be enhanced.

QPID study report 76: Tackling early leaving from youth programmes (September 1999)
Audience: national policy-makers, government offices, TECs, careers services and NTOs.
Purpose: research into practice
Topics: A, C, E, A, G, I, J2.1
Investigates whether and how TECs and their partners identify potential early leavers from youth programmes and develop strategies and techniques to deal with the problem. It identifies the factors affecting retention and progression and how they might be controlled.

QPID study report 77: Entry to work-based training for adults (September 1999)
Audience: national policy-makers, TECs and ES local offices.

Purpose: research into practice
Topics: B, C, E, A, G, J1.1
Maps alternative entry routes; appraises the way options, suitability and eligibility are assesses and considered; and the way referrals are made and trainees are monitored and supported.

QPID study report 79 TEC/CCTEs and lifelong learning (December 1999)
Audience: national policy-makers, Government Offices, TECs and local partnerships.
Purpose: research into practice
Topics: G, I, J1.1, J1.2, J1.3, J1.4, J2.2
Investigates the contribution of TECs to lifelong learning; the way TECs and their partners perceive their roles and relationships in the lifelong learning agenda; and the effectiveness of structures, operations and financial arrangements.

*QPID study report 80: Use of Business Excellence model in TEC/CCTE Licensing (December 1999)*Audience: national policy-makers, government offices, TECs.
Purpose: research into practice
Topics: F
Reviews the effectiveness and impact of the licensing review process and the contribution made by the Business Excellence model, identifying good practice in the both.

*QPID study report 81: Mentoring for work-based training (January 2000)*Audience: TECs and their partners.
Purpose: research into practice
Topics: B, C, D, A, I, J2.2
The study describes the learning coming out of development projects that established mentoring for young people on Modern Apprenticeships in several TEC areas and also draws on contacts with a small number of independent mentoring projects.

*QPID study report 83: TEC/CCTE core business and strategic activities (March 2000)*Audience: national policy-makers, government offices
Purpose: research into practice
Topics: J1.2, J1.3, J2.1, J2.2
Examines the management, delivery and impact of TEC/CCTE initiatives funded under the redefined Block 4 and identifies good practice.

QPID study report 84: Modern Apprenticeships and people with disabilities (March 2000)
Audience: national policy-makers, TECs, NTOs and careers services.
Purpose: research into practice
Topics: C, H, J2.1
Identifies good practice for TECs, careers services and providers in helping young people with disabilities to enter and successfully complete Modern Apprenticeships and to help them work with, persuade and influence employers.

QPID study report 85: TEC/CCTE activities to promote National Vocational Qualifications (May 2000)

Audience: TECs and Government Offices.
Purpose: research into practice
Topics: I, J1.4
Identified what TECs were doing to promote NVQs outside the main, directly funded programmes such as Modern Apprenticeships, and to identify successful activity.

QPID study report 86: Implementation of TEC/CCTE equal opportunities strategies (June 2000)
Audience: national policy-makers and TECs.
Purpose: research into practice
Topics: C, H, J1.1, J2.1, J2.2
Investigated and appraised the way TECs were implementing their equal opportunities strategies, considering how they were established, communicated and their effect monitored and evaluated. The study also assessed the factors affecting equal opportunities performance.

QPID study report 87: TEC/CCTEs and the Learning Gateway (August 2000)

Audience: national policy makers and government offices
Purpose: research into practice
Topics: C, D, F, A, G, H, J1.2, J1.3, J2.1, J2.2
Considers how TECs are developing life skills training provision, the effectiveness of their partnerships, the capacity to engage new provision and new suppliers and how they are monitoring, reviewing progress and ensuring a smooth progression to mainstream options.

QPID study report 88: Investors in People assessment and recognition units (October 2000)
Audience: national policy-makers, IiP UK Ltd, TECs and their partners.
Purpose: research into practice
Topics: F, J2.1
Maps the type and range of assessment and recognition arrangements, identifying strong and weak practice and the factors that influence them as well as more generic issues that affect IiP assessment and recognition.

QPID study report 89: Delivery of key skills in Modern Apprenticeships (November 2000)
Audience: national policy-makers, TECs, NTOs and training practitioners.
Purpose: research into practice
Topics: A, B, C, D, E, A, I, J1.1, J1.4, J2.1
Considers the effective delivery of key skills in Modern Apprenticeships, identifying barriers and how they are being overcome, quality assurance arrangements and the support needed by sectors to improve delivery.

QPID study report 90: TEC/CCTEs, careers services and work-based training for young people (February 2001)
Audience: national policy-makers, TECs and careers services.
Purpose: research into practice
Topics: C, A, G, J2.2

Investigates the patterns, and the extent of the benefits of joint working between TECs and careers services.

QPID study report 91: Training older people (March 2001)
Audience: national policy-makers, Employment Service, programme centres and training practitioners.
Purpose: research into practice
Topics: C, G, H, I, J1.1, J1.2, J1.3, J2.2
Investigates the use and experience of work-based learning for adults (WBLA), programme centres and work trials by people over 50 and identifies the factors associated with participation, achievement and successful provision.

QPID study report 92: Learning partnerships (April 2001)
Audience: national policy-makers, Learning and Skills Council, Learning Partnership members
Purpose: research into practice
Topics: J1.2, J2.2
Considers how Learning Partnerships are preparing to assist local learning and skills councils by having available good quality information on local learner needs and provision as well as employer skill requirements.

QPID study report 93: TEC/CCTE workforce development activity (May 2001)
Audience: national policy-makers, Learning and Skills Council, Business Links.
Purpose: research into practice
Topics: I, J1.4, J2.1, J2.2
Investigates and assess how TECs have used their flexible budgets, for example local competitiveness budgets and discretionary funds to promote and stimulate workforce development and the related partnership arrangements. It focuses on key aspects of workforce development and identifies good practice through case studies.

QPID study report S: Occupational age restrictions mapping report (2001)
Audience: national policy-makers, Learning and Skills Council.
Purpose: research into practice
Topics: H
Investigates age restrictions, both formal and informal, applied to recruitment, training, promotion and retirement in occupational sectors. It is not a comprehensive analysis of age issues in employment, but identifies where age restrictions apply, the reasons for them, and identifies good practice. It includes case studies in nine sectors.

QPID study report T: Careers service focusing in schools (2001)
Audience: national policy-makers, careers services, Connexions service
Purpose: research into practice
Topics: A, J1.3
Reports on the impact of focusing on careers service work with schools and colleges, particularly the impact on services provided to students who are not in the target group.

QPID study report U: The advisory committee for disabled people in employment and training (2001)
Audience: national policy-makers, ACDET members.
Purpose: impact review
Topics: H, J1.2
Investigates the work of ACDET and its contribution to national policy development in the employment and training of disabled people. The review recommends the Committee should be re-constituted and suggests some changes to how it operates.

QPID study report V: Evaluation of the organisation and administration of national training awards (2001)
Audience: national policy-makers, UK SKILLS, participants and those involved in publicising it and in the awards processes including TECs.
Purpose: research into practice
Topics: I, J1.1, J1.2, J1.3, J1.4
Investigates the operation of national training awards. The report comments on the status and profile of NTA, the methods used to promote them and their ability to attract applicants, support for applicants and the judging process.

QPID study report W: Evaluation of the local LSC appointments process (2001)
Audience: national policy makers, LSC.
Purpose: research into practice
Topics: H, J1.1, J2.2
Assesses the extent to which the local LSC appointments process has met the requirements of Ministers; followed the code of practice for public appointments and guidelines issued by the office of the Commissioner of Public Appointments (OCPA), and achieved the desired outcome of appointing good quality applicants, particularly on local Councils, local Executive Directors and local Chairs.

QPID study report X: UK Online computer training for employability (2001)
Audience: national policy-makers, Government Offices, TECs and local partnerships
Purpose: research into practice
Topics: H, J1.1, J2.2
Reviews the early progress of UK Online computer training through the views of those involved. Proposes improvements to the delivery of the initiative in the light of identified good practice covering: promotion, access, contracting, referral, initial assessment, delivery mechanisms, quality issues, monitoring and achievements. The study casts light on issues affecting the implementation of many new initiatives.

QPID study report Y: Other training for young people (2001)
Audience: national policy-makers, Learning and Skills Council
Purpose: research into practice
Topics: C, D, H, I, J1.2
Investigates the level and variation in demand for other training, one of the three strands of work-based training that also includes Foundation and Advanced Modern Apprenticeships. Considers participant trainee characteristics and the perceived advantages of other training for employers, trainees and those who advise them.

QPID study report Z: Supervision of trainees on work-based learning programmes (2001)
Audience: national policy-makers
Purpose: review of practice and good practice guide
Topics: C, F, J2.2
Examines the ways in which organisations supervise trainees with a particular focus on health and safety at work. Considers good and bad supervision, identifying the organisational and cultural factors that contribute to good supervisory practices and the barriers to good practice. The report identifies models of best practice particularly for small and medium-sized enterprises.

QPID good practice series

QPID Good practice guide GPG 6/3: Enterprise and the TEC: Skills for Small Businesses. (1996)
Audience: TECs
Purpose: guidance on good practice
Topics: I, J1.4, J2.2,
Designed to help TECs implement their Skills for Small Businesses initiatives drawing on the evaluation of the first year trials of the programme in 10 TECs. Skills for Small Businesses aims to help firms of 50 employees or fewer develop strategies to improve the skills of their workforce.

*QPID Good practice guide (un-numbered): Trainer training: A strategy for trainer development (March 1996)*Audience: TECs.
Purpose: guidance on good practice
Topics: B
Designed to help TECs develop their trainer training strategy from corporate and business plans through to implementation and monitoring practice.

QPID Good practice guide GPG 6/5: Enterprise and the TEC: Planning management development provision. (May 1997)
Audience: TECs, colleges, business schools and private providers.
Purpose: guidance on good practice
Topics: I, J2.2
Principally designed to help TECs in the planning and delivery of management development but also of use to training practitioners and others involved in management development. It considers the analysis of the client group; the nature of provision and delivery issues; what makes a winning organisation; and how to ensure the target audience is reached.

QPID Good practice guide GPG 3/1: TECs/CCTEs and schools working in partnership. (1998)
Audience: TECs and schools
Purpose: guidance on good practice
Topics: A, A, J2.2

Illustrates, through examples, the benefits of partnerships between TECs/CCTEs and schools and describes the processes involved in establishing effective links. Describes the impact of partnerships in raising standards and improving motivation.

QPID Good practice guide GPG 6/7: Enterprise and the TEC: Developing joint training initiatives in business clusters (March 1998)
Audience: TECs
Purpose: guidance on good practice
Topics: I
Case studies of business clusters drawn together for a variety of purposes but principally to encourage workforce development and training. It describes the benefits of business clusters for the businesses themselves and for TECs and provides advice about encouraging and promoting clusters (or networks) of businesses and how to develop and support them.

QPID Good practice guide GPG 6/8: Enterprise and the TEC: Key worker development in small firms (March 1998)
Audience: TECs
Purpose: guidance on good practice
Topics: I, J1, 4
Key workers are a principal element of the Skills for Small Businesses initiatives. This guide aims to help TECs improve small firms' investment in training by developing key workers. It describes the role they play in planning, structuring and taking forward small company training.

QPID Good practice guide GPG/SI/1/98: Social inclusion: TECs and CCTEs working towards achieving social and economic inclusion (December 1998)

Audience: TECs and training providers
Purpose: guidance on good practice
Topics: A, H, J2.1
Illustrates through a series of case studies, the diverse methods TEC/CCTEs have used to increase social and economic inclusion and highlights successful approaches.

QPID Good practice guide GPS/S1/2/99: Equality assurance. Self-assessment for equal opportunities in training (March 1999)
Audience: training providers and TECs
Purpose: guidance on good practice
Topics: H
Designed to help with the continuous improvement of equal opportunities policies and practices. It provides guidance on equal opportunities legislation and the contractual obligations on providers, and offers tools and questions to help enhance equal opportunities performance.

QPID Good practice guide GPS/WD2/1/99: Workforce development: Using management development to help small businesses to grow (March 1999)
Audience: TECs
Purpose: guidance on good practice

Topics: I, J1.4
Offers practical advice on using management development to help small businesses grow. It is based on case studies that illustrate good and interesting practice in management development. It covers the challenges faced by SMEs and their advisers; the issues that arose and how they were dealt with through management development; the impact of the changes; and the lessons learned.

QPID Good practice guide GPG/WD2/2/99: Workforce development: Mentoring for work-based training (April 1999)
Audience: TECs and training providers
Purpose: guidance on good practice
Topics: B, C
Describes the experiences of people involved in mentoring projects and gives practical advice about setting up a mentoring development programme.

QPID Good practice guide GPG/RS/1: Raising standards: TEC/CCTE activities to promote National Vocational Qualifications (October 1999)
Audience: TECs
Purpose: guidance on good practice
Topics: J1.4, J2.2
Uses 15 case studies to illustrate successful strategies adopted by TECs to promote National Vocational Qualifications among employers outside the main programmes.

QPID Good practice guide RP/1: Raising standards. Modern Apprenticeships and people with disabilities (October 1999)
Audience: TECs, careers services and providers
Purpose: a resource pack
Topics: H
Designed to enable TECs, careers services and providers help employers achieve best practice in the recruitment and training of Modern Apprentices with disabilities. Draws on 20 case studies featuring the experiences of apprentices with disabilities, their employers and their training providers.

QPID Good practice guide RP/2: Raising standards: Developing the Lifeskills element of the Learning Gateway (October 1999)
Audience: TEC/CCTEs, Connexions/Careers Services and providers of the Life Skills option
Purpose: guidance on good practice
Topics: C, D, E, H, I, J1.2, J2.1, J2.2
Uses 17 case studies to highlight good practice in various aspects of Life Skills provision, eg exploiting effective partnerships, developing innovative provision and nine case studies of individual learners to draw attention to some of the key benefits.

QPID Good practice guide GPS/RS/2: Raising standards: Health and safety on work experience (November 1999)
Audience: TECs, schools, local education authorities and providers organising work experience
Purpose: guidance on good practice

Topics: F
Describes the health and safety issues to be considered when planning and organising work experience placements. It covers the legal and contractual obligations as well as describing good practice to ensure a safe and effective placement.

QPID Good practice guide GPG/RS/3: Raising standards: Emerging good practice in developing a trainer training strategy (March 2000)
Audience: TECs and training providers
Purpose: guidance on good practice
Topics: B, C
Draws on the TSC Chief Inspector's Report 1998–99 to provide a useful analysis of the findings that relate to trainer training and uses examples from TECs, employers and training providers to describe how trainer training can be developed.

QPID Good practice guide GPS/RS/4: Raising standards: Initial assessment of learning and support needs and planning learning to meet needs (May 2001)
Audience: local LSCs, ES Local Offices, training providers
Purpose: guidance on good practice
Topics: B, D, E, A
Provides guidance about the information needed from initial assessment; how and when it should ideally be conducted; how outcomes from initial assessment may be used to develop an effective, practical individual learning plan and how the learner can be engaged in the process. It considers the skill needs of assessment staff and best practice in managing individual learning plans. The guide draws on effective practice in providers including FE colleges and employers.

APPENDIX 3: FURTHER QPID INFORMATION

Topic A: The learner and the learning experience

Other relevant QPID reports

QPID study report 56: *Study of Modern Apprenticeships and people from ethnic minorities* (July 1997)
QPID study report 72: *Leaving TfW – Trainees who do not achieve a payable positive outcome* (April 1999)
QPID study report 76: *Tackling early leaving from youth programmes* (September 1999)
QPID study report 89: *Delivery of key skills in Modern Apprenticeships* (November 2000)
QPID good practice guide GPG 3/1: *TECs/CCTEs and schools working in partnership* (1998)
QPID good practice guide GPG/SI/1/98: *Social inclusion: TECs and CCTEs working towards achieving social and economic inclusion* (December 1998)
QPID study report 72: *Leaving TfW – trainees who do not achieve a payable positive outcome* (April 1999)
QPID study report 74: *Modern Apprenticeships in licensed premises* (April 1999)
QPID study report 76: *Tackling early leaving from youth programmes* (September 1999)
QPID study report 77: *Entry to work-based training for adults* (September 1999)
QPID study report 81: *Mentoring for work-based training* (January 2000)
QPID study report 87: *TEC/CCTEs and the Learning Gateway* (August 2000)
QPID study report 89: *Delivery of key skills in Modern Apprenticeships* (November 2000)
QPID study report 90: *TEC/CCTEs, careers services and work-based training for young people* (February 2001)
QPID study report T: *Careers service focusing in schools* (? Month 2001)
QPID good practice guide GPG 3/1: *TECs/CCTEs and schools working in partnership* (1998)
QPID good practice guide GPS/RS/4: *Raising standards: initial assessment of learning and support needs and planning learning to meet needs* (May 2001)

Topic B: Learning facilitators: teacher/trainer/assessor/mentor

Other relevant QPID reports

QPID study report 70: *Work-based assessment: National Vocational Qualifications and youth programmes* (December 1998)
QPID study report 71: *Modern Apprenticeships and gender stereotyping* (March 1999)
QPID study report 77: *Entry to work-based training for adults* (September 1999)
QPID study report 81: *Mentoring for work-based training* (January 2000)
QPID study report 89: *Delivery of key skills in Modern Apprenticeships* (November 2000)
QPID good practice guide (un-numbered): *Trainer training. A strategy for trainer development* (March 1996)

QPID good practice guide GPG/RS/3: *Raising standards: Emerging good practice in developing a trainer training strategy* (March 2000)
QPID good practice guide GPG/WD2/2/99: *Workforce development: Mentoring for work-based training* (April 1999)
QPID good practice guide GPS/RS/4: *Raising standards: Initial assessment of learning and support needs and planning learning to meet needs* (May 2001)

Topic C: Teaching and learning methods

Other relevant QPID reports

QPID study report 72: *Leaving TfW - Trainees who do not achieve a payable positive outcome* (April 1999)
QPID study report 74: *Modern Apprenticeships in licensed premises* (April 1999)
QPID study report 76: *Tackling early leaving from youth programmes* (September 1999)
QPID study report 77: *Entry to work-based training for adults* (September 1999)
QPID study report 81: *Mentoring for work-based training* (January 2000)
QPID study report 84: *Modern Apprenticeships and people with disabilities* (March 2000)
QPID study report 86: *Implementation of TEC/CCTE Equal Opportunities strategies* (June 2000)
QPID study report 87: *TEC/CCTEs and the Learning Gateway* (August 2000)
QPID study report 89: *Delivery of key skills in Modern Apprenticeships* (November 2000)
QPID study report 90: *TEC/CCTEs, careers services and work-based training for young people* (February 2001)
QPID study report 91: *Training older people* (March 2001)
QPID study report Y: *Other Training for young people*
QPID study report Z: *Supervision of trainees on work-Based learning programmes* (? Month 2001)
QPID good practice guide GPG/WD2/2/99: *Workforce development: mentoring for work-based training* (April 1999)
QPID good practice guide GPG/RS/3: *Raising standards: Emerging good practice in developing a trainer training strategy* (March 2000)
QPID good practice guide RP/2: *Raising standards: Developing the Life skills element of the Learning Gateway* (October 1999)

Topic D: The content of learning programmes

Other relevant QPID Reports

QPID study report 70: *Work-based assessment: National Vocational Qualifications and youth programmes* (December 1998)
QPID study report 72: *Leaving TfW - Trainees who do not achieve a payable positive outcome* (April 1999)
QPID study report 76: *Tackling Early Leaving from Youth Programmes* (September 1999)
QPID study report 81: *Mentoring for work-based training* (January 2000)

QPID study report 87: *TEC/CCTEs and the Learning Gateway* (August 2000)
QPID study report 89: *Delivery of key skills in Modern Apprenticeships* (November 2000)
QPID study report Y: *Other training for young people*
QPID good practice guide RP/2: *Raising standards: Developing the Life skills element of the Learning Gateway* (October 1999)
QPID good practice guide GPS/RS/4: *Raising standards: Initial assessment of learning and support needs and planning learning to meet needs* (May 2001)

Topic E: Assessment and qualifications

Other relevant QPID reports

QPID study report 70: *Work-based assessment: National Vocational Qualifications and youth programmes* (December 1998)
QPID study report 72: *Leaving TfW – Trainees who do not achieve a payable positive outcome* (April 1999)
QPID study report 74: *Modern Apprenticeships in licensed premises* (April 1999)
QPID study report 76: *Tackling early leaving from youth programmes* (September 1999)
QPID study report 77: *Entry to work-based training for adults* (September 1999)
QPID study report 89: *Delivery of key skills in Modern Apprenticeships* (November 2000)
QPID good practice guide RP/2: *Raising standards: developing the life skills element of the Learning Gateway* (October 1999)
QPID good practice guide GPS/RS/4: *Raising standards: initial assessment of learning and support needs and planning learning to meet needs* (May 2001)

Topic F: Quality and inspection

Other relevant QPID reports

QPID study report 48: *TEC approaches to engaging small and medium enterprises in Modern Apprenticeships* (May 1996)
QPID study report 58: *A stocktake of education business link mechanisms* (February 1997)
QPID study report 64: *Financial appraisal and monitoring: contact with trainees* (July 1997)
QPID study report 71: *Modern Apprenticeships and gender stereotyping* (March 1999)
QPID study report 80: *Use of Business Excellence model in TEC/CCTE licensing* (December 1999)
QPID study report 87: *TEC/CCTEs and the Learning Gateway* (August 2000)
QPID study report 88: *Investors in People assessment and recognition units* (October 2000)
QPID study report Z: *Supervision of trainees on work-based learning programmes* (? Month 2001)
QPID good practice guide GPS/RS/2: *Raising standards. health and safety on work experience* (November 1999)

Topic G: Barriers to participation

Other relevant QPID reports

QPID study report 56: *Study of Modern Apprenticeships and people from ethnic minorities* (July 1997)
QPID study report 71: *Modern Apprenticeships and gender stereotyping* (March 1999)
QPID study report 72: *Leaving TfW - Trainees who do not achieve a payable positive outcome* (April 1999)
QPID study report 73: *Training for jobs: job outcomes from TfW* (April 1999)
QPID study report 74: *Modern Apprenticeships in licensed premises* (April 1999)
QPID study report 76: *Tackling early leaving from youth programmes* (September 1999)
QPID study report 77: *Entry to work-based training for adults* (September 1999)
QPID study report 79 *TEC/CCTEs and lifelong learning* (December 1999)
QPID study report 87: *TEC/CCTEs and the Learning Gateway* (August 2000)
QPID study report 90: *TEC/CCTEs, careers services and work-based training for young people* (February 2001)
QPID study report 91: *Training older people* (March 2001)

Topic H: Equal opportunities

Other relevant QPID reports

QPID study report 56: *Study of Modern Apprenticeships and People from Ethnic Minorities* (July 1997)
QPID study report 69: *Funding Sources for Projects for Disaffected Young People* (February 1998)
QPID study report 71: *Modern Apprenticeships and Gender Stereotyping* (March 1999)
QPID study report 84: *Modern Apprenticeships and People with Disabilities* (March 2000)
QPID study report 86: *Implementation of TEC/CCTE Equal Opportunities Strategies* (June 2000)
QPID study report 87: *TEC/CCTEs and the Learning Gateway* (August 2000)
QPID study report 91: *Training older people* (March 2001)
QPID study report S: *Occupational age restrictions mapping report* (? Month 2001)
QPID study report U: *The advisory committee for disabled people in employment and training* (? Month 2001)
QPID study report W: *Evaluation of the local LSC appointments process* (? Month 2001)
QPID study report X: *UK online computer training for employability* (? Month 2001)
QPID study report Y: *Other training for young people* (? Month 2001)
QPID good practice guide GPG/SI/1/98: *Social inclusion: TECs and CCTEs working towards achieving social and economic inclusion* (December 1998)
QPID good practice guide GPS/S1/2/99: *Equality assurance: self-assessment for equal opportunities in training* (March 1999)

QPID good practice guide RP/1: *Raising standards: Modern Apprenticeships and People with Disabilities* (October 1999)
QPID good practice guide RP/2: *Raising standards: developing the Life skills element of the Learning Gateway* (October 1999)

Topic I: Learners, learning and the labour market

Other relevant QPID reports

QPID study report 46: *The influence of labour market needs on the occupational mix of training in YT/MA and TfW* (May 1996)
QPID study report 48: *TEC approaches to engaging small and medium enterprises in Modern Apprenticeships* (May 1996)
QPID study report 56: *Study of Modern Apprenticeships and people from ethnic minorities* (July 1997)
QPID study report 61: *Modern Apprenticeships: emerging good oractice* (February 1997)
QPID study report 68: *Stock take of national targets task forces* (February 1998)
QPID study report 70: *Work-based assessment: National Vocational Qualifications and youth programmes* (December 1998)
QPID study report 71: *Modern Apprenticeships and gender stereotyping* (March 1999)
QPID study report 72: *Leaving TfW: trainees who do not achieve a payable positive outcome* (April 1999)
QPID study report 73: *Training for jobs: job outcomes from TfW* (April 1999)
QPID study report 74: *Modern Apprenticeships in licensed premises* (April 1999)
QPID study report 76: *Tackling early leaving from youth programmes* (September 1999)
QPID study report 79 *TEC/CCTEs and lifelong learning* (December 1999)
QPID study report 81: *Mentoring for work-based training* (January 2000)
QPID study report 85: *TEC/CCTE activities to promote National Vocational Qualifications* (May 2000)
QPID study report 89: *Delivery of key skills in Modern Apprenticeships* (November 2000)
QPID study report 91: *Training older people* (March 2001)
QPID study report 93: *TEC/CCTE Workforce Development Activity* (May 2001)
QPID study report V: *Evaluation of the organisation and administration of National Training Awards* (? Month 2001)
QPID study report Y: *Other training for young people* (? Month 2001)
QPID good practice guide GPG 6/3: *Enterprise and the TEC. Skills for Small Businesses* (1996)
QPID good practice guide GPG 6/5: *Enterprise and the TEC: planning management development provision* (May 1997)
QPID good practice guide GPG 6/7: *Enterprise and the TEC: developing joint training initiatives in business clusters* (March 1998)
QPID good practice guide GPG 6/8: *Enterprise and the TEC: key worker development in small firm.* (March 1998)
QPID good practice guide GPS/WD2/1/99: *Workforce development: using management development to help small businesses to grow* (March 1999)

QPID good practice guide RP/2: *Raising standards: developing the ife skills element of the Learning Gateway* (October 1999)

Topic J1.1: Policy/programme development

Other relevant QPID reports

QPID study report 48: *TEC approaches to engaging small and medium enterprises in Modern Apprenticeships* (May 1996)
QPID study report 53: *Achieving Investors in People recognitions* (July 1997)
QPID study report 56: *Study of Modern Apprenticeships and people from ethnic minorities* (July 1997)
QPID study report 58: *A stock take of Education Business Link mechanisms* (February 1997)
QPID study report 59: *Review of the coherence of the DfEE negotiating strategy for 1996-97 TEC contracting round* (November 1996 Limited Publication)
QPID study report 71: *Modern Apprenticeships and gender stereotyping* (March 1999)
QPID study report 75: *The government office role in education.* (May 1999)
QPID study report 77: *Entry to work-based training for adults* (September 1999)
QPID study report 79 *TEC/CCTEs and lifelong learning* (December 1999)
QPID study report 86: *Implementation of TEC/CCTE equal opportunities strategies* (June 2000)
QPID study report 89: *Delivery of key skills in Modern Apprenticeships* (November 2000)
QPID study report 91: *Training older workers* (March 2001)
QPID study report V: *Evaluation of the organisation and administration of National Training awards* (? Month 2001)
QPID study report W: *Evaluation of the local LSC appointments process* (? Month 2001)
QPID study report X: *UK online computer training for employability* (? Month 2001)

Topic J1.2: Policy/programme development – Funding

Other relevant QPID reports

QPID study report 44: *TEC-provider funding* (August 1996)
QPID study report 49: *Review of arrangement to manage and monitor the YT guarantee* (1996)
QPID study report 50: *Improving the responsiveness of FE colleges to labour market Needs: The effectiveness of the 1994 Competitiveness White Paper arrangements* August 1996)
QPID study report 58: *A stock take of education business link mechanisms* (February 1997)
QPID study report 68: *Stock take of national targets task forces* (February 1998)
QPID study report 69: *Funding sources for projects for disaffected young people* (February 1998)
QPID study report 79 *TEC/CCTEs and lifelong learning* (December 1999)
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QPID study report 87: *TEC/CCTEs and the Learning Gateway* (August 2000)

QPID study report 91: *Training older people* (March 2001)
QPID study report 92: *Learning partnerships* (April 2001)
QPID study report 93: *TEC/CCTE workforce development activity* (May 2001)
QPID study report V: *Evaluation of the organisation and administration of national training awards* (? Month 2001)
QPID study report Y: *Other training for young people* (? Month 2001)
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Topic J1.3: Policy/programme development – Priorities and targets

Other relevant QPID reports

QPID study report 46: *The influence of labour market needs on the occupational mix of training in YT/MA and TfW* (May 1996)
QPID study report 49: *Review of arrangement to manage and monitor the YT guarantee* (1996)
QPID study report 50: *Improving the responsiveness of FE colleges to labour market needs: the effectiveness of the 1994 Competitiveness White Paper arrangements* August 1996)
QPID study report 53: *Achieving Investors in People recognitions* (July 1997)
QPID study report 58: *A stock take of education business link mechanisms* (February 1997)
QPID study report 59: *Review of the coherence of the DfEE negotiating strategy for 1996-97 TEC contracting round* (November 1996 limited publication)
QPID study report 73: *Training for jobs: job outcomes from TfW* (April 1999)
QPID study report 79 *TEC/CCTEs and lifelong learning* (December 1999)
QPID study report 83: *TEC/CCTE core business and strategic activities* (March 2000)
QPID study report 87: *TEC/CCTEs and the Learning Gateway* (August 2000)
QPID study report 91: *Training older people* (March 2001)
QPID study report T: *Careers service focusing in schools* (?Month 2001)
QPID study report V: *Evaluation of the organisation and administration of national training awards* (? Month 2001)

Topic J1.4: Policy/programme development – Product marketing and promotion

Other relevant QPID reports

QPID study report 48: *TEC approaches to engaging small and medium enterprises in Modern Apprenticeships* (May 1996)
QPID study report 53: *Achieving Investors in People recognitions* (July 1997)
QPID study report 56: *Study of Modern Apprenticeships and people from ethnic minorities* (July 1997)
QPID study report 58: *A stock take of education business link mechanisms* (February 1997)
QPID study report 61: *Modern Apprenticeships: emerging good practice* (February 1997)
QPID study report 71: *Modern Apprenticeships and gender stereotyping* (March 1999)
QPID study report 79 *TEC/CCTEs and lifelong learning* (December 1999)

QPID study report 85: *TEC/CCTE activities to promote National Vocational Qualifications* (May 2000)
QPID study report 89: *Delivery of key skills in Modern Apprenticeships* (November 2000)
QPID study report 93: *TEC/CCTE workforce development activity* (May 2001)
QPID study report V: *Evaluation of the Organisation and Administration of National Training Awards* (? Month 2001)
QPID good practice guide GPG 6/3: *Enterprise and the TEC: skills for small businesses* (1996)
QPID good practice guide GPG 6/8: *Enterprise and the TEC: key worker development in small firms* (March 1998)
QPID good practice guide (GPS/WD2/1/99): *Workforce development: using management development to help small businesses to grow* (March 1999)
QPID good practice guide GPG/RS/1: *Raising standards: TEC/CCTE activities to promote National Vocational Qualifications* (October 1999)

Topic J2.1: Operational management – systems

Other relevant QPID reports

QPID study report 45: *Review of 1995/96 contracting round with TECs* (1996)
QPID study report 46: *The influence of labour market needs on the occupational mix of training in YT/MA and TfW* (May 1996)
QPID study report 50: *Improving the responsiveness of FE colleges to labour market needs: the effectiveness of the 1994 Competitiveness White Paper arrangements* August 1996)
QPID study report 53: *Achieving Investors in People recognitions* (July 1997)
QPID study report 58: *A stock take of education business link mechanisms* (Febru. y 1997)
QPID study report 59: *Review of the coherence of the DfEE negotiating strategy for 1996-97 TEC contracting round* (November 1996 Limited Publication)
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QPID study report 68: *Stock take of national targets task forces* (February 1998)
QPID study report 71: *Modern Apprenticeships and gender stereotyping* (March 1999)
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QPID study report 76: *Tackling early leaving from youth programmes* (September 1999)
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QPID study report 86: *Implementation of TEC/CCTE equal opportunities strategies* (June 2000)
QPID study report 87: *TEC/CCTEs and the Learning Gateway* (August 2000)

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QPID good practice guide RP/2: *Raising standards: developing the Life skills element of the Learning Gateway* (October 1999)

Topic J2.2: Operational management – Systems

Other relevant QPID reports

QPID study report 45: *Review of 1995/96 contracting round with TECs* (1996)
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QPID study report Z: *Supervision of trainees on work-based learning programmes* (? Month 2001)
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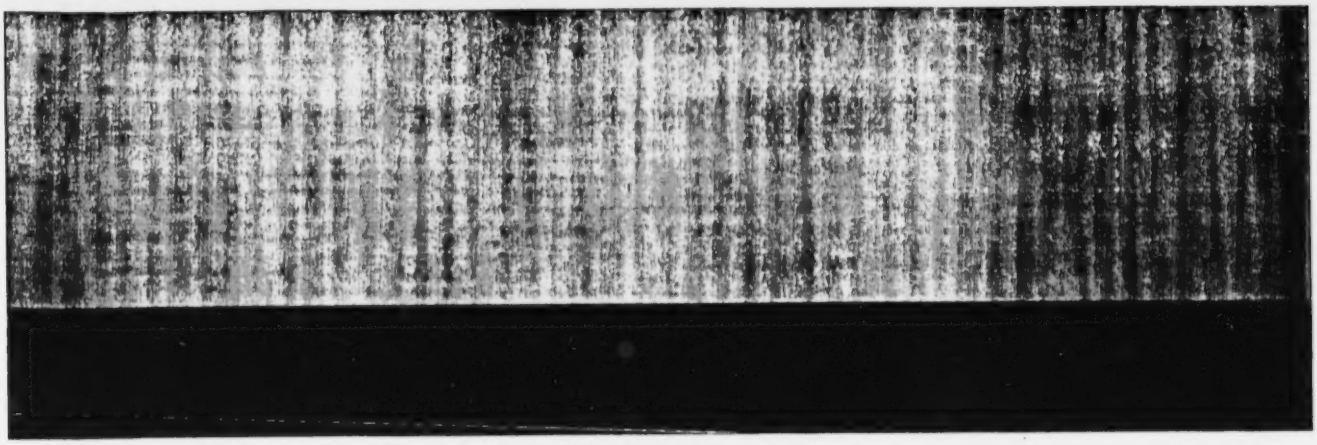
QPID good practice guide GPG 3/1: *TECs/CCTEs and schools working in partnership* (1998)
QPID good practice guide GPG/RS/1: *Raising standards: TEC/CCTE activities to promote National Vocational Qualifications* (October 1999)
QPID good practice guide RP/2: *Raising standards: developing the Life skills element of the Learning Gateway* (October 1999)

Glossary

ACDET	Advisory Committee For Disabled People In Employment and Training
ALI	Adult Learning Inspectorate
AMA	Advanced Modern Apprenticeship
APL	accreditation of prior learning
BEM	Business Excellence Model
CCTE	Chambers of Commerce, Training and Enterprise
DfEE	Department for Education and Employment (now the Department for Education and Skills)
DfES	Department for Education and Skills
DWP	Department for Work and Pensions
EMA	Education Maintenance Allowance
ES	Employment Service
ESOL	English for Speakers of Other Languages
FE	Further education
FEDA	Further Education Development Agency (now the Learning and Skills Development Agency)
FEFC	Further Education Funding Council (replaced in 2001 by the Learning and Skills Council)
FEU	Further Education Unit (replaced by the Further Education Development Agency)
FENTO	Further Education National Training Organisation
FMA	Foundation Modern Apprenticeship
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
GO	Government office
HE	Higher education
HR	Human resource
ICT	Information and Communications Technology
IiP	Investors in People
ILT	Information and Learning Technology
IPPR	Institute for Public Policy Research
ISR	Individualised Student Record
IT	Information Technology
ITO	Industry Training Organisation
LEA	local education authority
LSC	Learning and Skills Council
LSCPD	Learning and Skills Council and Partnerships Division of DfEE
LSDA	Learning and Skills Development Agency
MA	Modern Apprenticeship
NACETT	National Advisory Council for Education and Training Targets
NIACE	National Institute for Adult and Continuing Education
NTA	National Training Awards
NTO	National Training Organisation (replaced by Sector Skills Councils)
NVQ	National Vocational Qualification
OCN	Open College Network
OCPA	Office of the Commissioner of Public Appointments
QCA	Qualifications and Curriculum Authority

OFSTED	Office for Standards in Education
OT	other training
QPID	Quality and Performance Improvement Dissemination Unit
SMEs	small and medium enterprises
SSC	Sector Skills Councils (replaced the National Training Organisations in March 2002)
TEC	Training and Enterprise Council
TfW	Training for Work
TSC	Training Standards Council
UfI	University for Industry (delivered through Learndirect)
WLBA	work-based learning for adults
WBTYP	work-based learning for young people
YP	Young People
YT	Youth Training



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